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ABSTRACT

This independent living skills curriculum addresses the needs of developmentally handicapped students ages 13-19. Designed to supplement the existing curriculum, nine units focus on the following skill areas: social skills (self-esteem, self-identity, social communication and interaction, goal development, problem solving, developing sexual identity); health (personal care and hygiene, health care, safety, first aid); home management (house cleaning, identification and use of hand tools, using the telephone, housing options); clothing care (laundry, clothing use and maintenance); cooking (kitchen safety, pre-cooking skills, nutrition, preparing foods, storing and serving foods, kitchen cleaning); travel (preparation, safety, transportation, understanding your community); money management (handling money, budgeting, banking); leisure time activities (including time management); and career development (planning, preparation for employment, working). Each unit lists objectives, teaching activities, needed materials and resources, adaptations for students with visual, hearing, and/or orthopedic disabilities, and student skills checklists. A separate guide to implementation of the curriculum discusses the philosophy of independent living, provides an overview and description of the curriculum, and outlines resource requirements (equipment, staff, training) and teaching strategies. Appendices to the guide include lists of parent and national resources as well as Independent Living Centers by state. (JW)

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# DISCOVER

# THE WORLD OF

# INDEPENDENT LIVING

## AN INDEPENDENT LIVING SKILLS CURRICULUM ©

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EDUCATION FOR INDEPENDENT LIVING
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December 1, 1984

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Education for Independent Living
Model Program
Services for Independent Living,
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Department of Education Contract #300-81-0364
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## Preface

**Discover the World of Independent Living** was developed to assist disabled youth in the transition they face between school and adulthood. Educators and Independent Living Staff alike have voiced their desires: Disabled youth of today must be better prepared for their lives tomorrow.

The Independent Living Skills Curriculum is designed to supplement existing classroom areas. We recommend that a minimum of one hour per day be designated to teach these skills. We also recommend that the teaching of these skills begins in the elementary school years.

The Curriculum, **Discover the World of Independent Living** includes both the skills students will need in their adult lives, as well as the process to make their own well-informed decisions about career, home and community life.

We sincerely hope that both you and your students will **"Discover the World of Independent Living"**.

Doris Brennan
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Lillian Hocevar
Secretary

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## TARGET POPULATION DEFINITION

The Education for Independent Living Model Program was developed through interaction with three school systems. One system, at the high school and middle school levels, had developmentally handicapped teens, 13-19 years old. In addition, some students in this system had physical disabilities and/or behavioral handicaps. Another system, middle school level, brought together three classrooms of multi-handicapped students, 9-12 years old, to form one class. During the second year, the curriculum was used in a third school system with orthopedically handicapped students at the high school level. The Curriculum was adapted to fulfill each schools' needs.

All the classes using this Independent Living Skills Curriculum were considered special education classrooms. The Curriculum was developed to make adaptation to individual student needs less a chore for special education teachers. Pulling together ideas from many life situations, the various curriculum areas focus on every persons' daily needs. Students with varying abilities can benefit from introduction to any of the units that follow. While the Curriculum is directed toward the broad population of developmentally handicapped students, aged 13-19, adaptations have been added to include those students with visual, auditory and/or orthopedic disabilities.

## ADAPTATIONS SECTION

While the target population of **Discover the World of Independent Living** is developmentally handicapped teenagers, this Curriculum can be adapted to a wide variety of populations. Adaptations have been included throughout this Curriculum for orthopedically handicapped students (OH), visually impaired students (VI), and hearing impaired students (HI). The symbols "OH", "VI" and "HI" which can be found in parentheses following an Objective or Teaching Activity, signify that an activity adaptation can be found in the second appendix following that particular unit. Each Appendix includes alternative or additional activities as well as adaptive equipment specific to a particular disability. Adaptations have been included to maximize each student's independence in a given curriculum area. Adaptations are meant to be guidelines used at an instructor's discretion.

## EQUIPMENT FOR AN INDEPENDENT LIVING SKILLS CLASSROOM

The following list represents the ideal equipment for an independent living skills classroom. Those materials with a star in front indicate the minimum basic requirements. Depending upon the situation, some of this equipment may be provided in another area (i.e. home economics room, industrial arts, etc.).

a classroom with:

* tables
* chairs
* storage areas
* sink
* blackboard
* bulletin board
* mirror

adjoining the classroom would be an apartment which would include:

a kitchen with:

* table
* chairs
* dishes - one set per student
* cups - one per student
* glasses - one per student
* flatware - one set per student
* sink - divided
* cupboards

refrigerator

* stove or microwave
* measuring cups and spoons

mixer

storage containers

* can opener - manual or electric
* bowls - small, medium & large
* cutting board

pots - small, medium & large
assorted knives

* peeler

tea kettle
coffee maker

cookie sheets
muffin pan
pizza pan
pie and cake pans
loaf pan
frying pans
sauce pans - small, medium & large
spatula - plastic & metal
colander - strainer
toaster
dish drainer
serving utensils
dishwasher
pitcher
whisk
grater
drainer tray
blender
microwave cooking equipment
garbage disposal

a living room with:

couch/sofa

* chairs

lamps
stereo
rugs
video cassette recorder
plant stand
rocking chair

cocktail table

* end tables

television
records/tapes

* telephone

closet
magazine rack

a bedroom with:

* bed or cot
  desk
* mirror
  bookshelves
  lamp
  night stand
  dresser
  closet
  chair

a bathroom with:

  bathtub/shower
* toilet
* sink
* mirror
  medicine chest
  cupboard
* washcloths
* towels
* soap
* shampoo
* conditioner
  blow dryer
  curlers
  curling iron
* nail clippers
* emery boards
* nail files
* toothpaste
* toothbrushes
* dental floss
  electric toothbrush
  makeup
  skin cream
* paper cups/ dispenser
  makeup brushes

a utility room with:

* washer
* dryer
* ironing board
* iron
* baskets for clothes
* buckets/pails
  laundry tub
* cleaning solvents
* broom
* mop
* dustpan
* detergent
* wastebasket
  toolbox
* screwdrivers - various sizes
* philips head screwdrivers
* pliers
* wrenches
* adjustable wrench
  vice grips
  socket wrench & sockets
* hammer
* spare lightbulbs

## EVALUATION

Student Evaluation is an important component of an Independent Living Skills Training Program. To assist educators in the evaluation process, we have included a Skills Checklist in Appendix 3 of each unit. This Checklist measures student performance for each objective.

The objectives are listed across the top of the Skills Checklist. Student names are placed in the first column on the left. Completion of each objective is charted by a 1, 2 or 3 according to the following scale:

1: Completes objective with physical assistance
2: Completes objective with verbal prompting
3: Completes task independently

Assessments can be charted on a daily or weekly basis. Assessments should be compiled each semester for an accurate, complete record of student progress. We have found the Skills Checklist, when used daily, to be an easy, effective tool for objective evaluations.

# OUTLINE OF CURRICULUM

UNIT I: SOCIAL SKILLS
- A. Self-Esteem and Self-Identity
- B. Social Communication and Interaction
- C. Goal Development and Problem Solving
- D. Developing a Sexual Identity

UNIT II: HEALTH
- A. Personal Hygiene
  - 1 - Bathing
  - 2 - Hair Care
  - 3 - Skin Care
  - 4 - Dental Care
  - 5 - Nail Care
- B. Health Care
- C. Safety and First Aid

UNIT III: HOME MANAGEMENT
- A. House Cleaning
- B. I.D. and Use of Hand Tools
- C. Using the Telephone
- D. Housing Options

UNIT IV: CLOTHING CARE
- A. Laundry
- B. Clothing Maintenance
- C. Clothing Use

UNIT V: COOKING
- A. Kitchen Safety
- B. Pre-Cooking Skills
- C. Nutrition
- D. Preparing Foods
- E. Storing and Serving Foods

UNIT VI: TRAVEL
- A. Preparation for Travel
- B. Travel Safety
- C. Using Transportation
- D. Understanding your Community

UNIT VII: MONEY MANAGEMENT
- A. Handling Money
- B. Budgeting
- C. Banking

UNIT VIII: LEISURE TIME ACTIVITIES
- A. Time Management
- B. Leisure Activities

UNIT IX: CAREER DEVELOPMENT
- A. Career Planning
- B. Preparation for Employment
- C. Working

UNIT I: SOCIAL SKILLS

(A List of materials needed and resources recommended for this unit can be found in Appendix 1, page 12.)

**A. Self-Esteem and Self-Identity**

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies personal characteristics (i.e. physical appearance, abilities and disabilities, personality traits). | 1. Provide students with a list of personality traits. Students can choose those that most represent themselves. |
| 2. Student can list three things he/she does well and two things he/she does not do well. | 2. Teacher and students go around room and identify positive characteristics of each student. |
| 3. Student can identify times he/she might need help or when he/she might be able to help others. | 3. Teacher might want to give examples of times students have helped each other in or out of class. Teacher discusses with students that it is alright to ask for help. Teacher should begin expecting students to ask for help rather than ask student if they need assistance. |
| 4. Student begins to accept challenges. | 4. Outdoor education is a great way to begin challenge education (i.e. morning hikes with a challenge destination, tree climbing, swamp exploring, figuring out how to make bridges accessible). A good resource: Special Education . . . Naturally. Alternative Activity: Students develop exercise plan with progressive difficulty. Students challenge themselves to accomplish more than they could at the present time. (OH) |
| 5. Student differentiates between aggressive, assertive and passive behavior. | 5. Students are presented with examples of aggressive, assertive and passive behavior (i.e. films, actions, stories). Class discusses the difference between the three behaviors with the teacher giving examples of each. Additional Activity: Point out students' behaviors that appear during class time. |

| Objectives | Teaching Activities |
| --- | --- |
| 6. Student classifies passive, aggressive, and assertive actions in others. | 6. Have students look through magazines for pictures that represent passiveness, aggressiveness and assertiveness. Then have students place the pictures into classifications or collages. (VI) (OH) |
| 7. Student practices appropriate assertive responses.<br>8. Student practices reactions to passive, aggressive and assertive behavior in others. | 7 & 8. Role play using assertive responses in various situations such as: a) supermarket, b) social worker, c) doctor, d) friend. Discuss responses in the role play and suggest alternatives. |
| 9. Student discusses as part of his/her self-identify, his/her disability. | 9. See Appendix 4, pages 24-26, for Disability Awareness Activities. A good resource: Education for Adulthood, Unit IV. "Accepting your Handicap", pages 91-106. (This was developed for persons who are mentally retarded but can easily be adapted for other disabilities.) |
| 10. Student can discuss the problems and feelings associated with being disabled. | 10. Teacher invites a disabled person from the community to speak and discuss with the students the problems and feelings associated with being disabled. Alternative Activity: Teacher leads a discussion acknowledging the problems and feelings the students might have about being disabled. |

## B. Social Communication and Interaction

| Objectives | Teaching Activities |
|---|---|
| 1. Student describes appropriate behaviors for specific situations. | 1. With the students, develop a list of acceptable and unacceptable behaviors for a variety of situations (i.e. guidelines for classroom interaction, table manners, behavior in restaurants, parties, theatre, and other special situations). Additional Activity: Field Trip to a restaurant. |
| 2. Student can identify behaviors that are inappropriate to do in public as well as possible alternatives for the behaviors. | 2. Make a list of acceptable and unacceptable behaviors (i.e. talking in the theatre, screaming, masturbating). Have students identify the appropriate category for each. |
| 3. Student demonstrates an awareness of his/her own inappropriate behaviors and takes steps toward their reduction. | 3. Individualize a behavior reinforcement schedule. Alternative Activity: Contract with students for appropriate behaviors. |
| 4. Student can identify behaviors and personality characteristics that contribute to a person's popularity. | 4. Class comes up with a list of characteristics that influence a person's popularity. |
| 5. Student asks for assistance and acknowledges help when it is received. | 5. Student practices asking for help giving clear, concise instructions. (OH) |
| 6. Student identifies another person's feelings by their behaviors. | 6. With students, make a list of various emotions. Have students look through magazines and cut out pictures of people who depict an emotion. Discussion should center around facial expressions, body language and behaviors that exemplify specific feelings. (OH) |
| 7. Student reads nonverbal communication signs and acts appropriately. | 7. Discussion about how people sometimes look like they are lonesome and want a friend or are in a bad mood and don't want anyone around. Show pictures. How can you tell what someone is "saying" by their body language? Students can role play certain moods or feelings. Other students guess what the person is portraying. |

| Objectives | Teaching Activities |
|---|---|
| 8. Student identifies societal stereotypes for disabled people. | 8. Discussion and demonstration on what a stereotype is. What are some stereotypes for different groups (i.e. blacks, whites, women, disabled persons). Discuss people staring at a disabled person, talking to them as if they were hard of hearing, people talking to others as if they were not around. |
| 9. Student identifies appropriate and inappropriate reactions to stereotypes based on his/her disability. | 9. Presentation by disabled speakers. Additional Activity - Elicit from students experiences they have encountered. Ask students how they have handled the situation. Give students alternative behaviors. |
| 10. Student uses good listening skills. | 10. Use "The EARS Listening System", (Harmon & Kramer, 1983) Appendix 5, page 27. (HI) |
| 11. Student demonstrates trust in others when appropriate. | 11. Discussion about strangers, friends - time to trust, times to be assertive. Alternative Activity: Blind Trust Walk - students are paired 1 to 1 with a fellow student or teacher. One of the students is blindfolded while his/her partner leads him/her around explaining the scenery. Then, the students exchange roles. The blindfolded student must trust in the other for his/her safety and for an accurate description of the scenery. Students then discuss how they felt being the "leader" and how they felt being the "follower". (OH) |

| | |
|---|---|
| 12. Student works well in groups. | 12. Groups Charades Activity - This is a good activity to promote group interaction and group decisions. The teacher assigns a group of students to get together and form a machine (or something similar). The group must decide the type of machine they are portraying. Further discussion should center around group dynamics. (OH) |
| 13. Student handles peer pressure. | 13. Discussion centers around peer pressure dilemmas your students might face (i.e. cheating on an exam, smoking, swearing). What should the student do and why? Additional peer pressure dilemmas can be found in Appendix 6, page 28. |

## C. Goal Development and Problem Solving

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies problems he/she encounters during the course of a day (i.e. home, school, community). | 1. Teacher lectures on how everyone has problems and lists some common ones (i.e. brother gets better grades, not being able to keep up in class, always fighting with your mom, never having spending money, no transportation to go anywhere). This is followed by a discussion centering around problems the students face. |
| 2. Student differentiates between problems he/she can change and and those he/she cannot change. | 2. Teacher discusses how some problems can be changed while others cannot. How can you tell the difference? Students list own problems and decide if they can be changed. Teacher helps students when they cannot decide or when they do not see how a problem can be changed. |
| 3. Student lists steps to solving a problem. | 3. Have students develope a method of solving problems. Make sure they include what the problem is, when it occurs, where it occurs and with whom. Why is it a problem? Have them state the problem in such a way that promotes change. They should brainstorm and analyze solutions. Remember to include the final problem statement with its accompanying solutions. |
| 4. Student identifies and anticipates the consequences of his/her behavior. | 4. Teacher comes up with a list of behaviors that are pertinent for his/her students (i.e. shoplifting, drinking, picking nose). Discussion on possible consequences. |
| 5. Student defines what a "goal" is. | 5. For the following ten activities, please refer to the workbook on goal setting. (Appendix 7, pp. 29-54). Additional copies can be ordered from the Berkeley Center for Independent Living. |

| Objectives | Teaching Activities |
|---|---|
| 6. Student differentiates between a long-term and short-term goal. | |
| 7. Student identifies the importance of establishing and planning for personal goals. | 7. After students read the first six pages of the workbook, discuss with students goals that people plan for. |
| 8. Student creates an individual short-term goal statement. | 8. Student completes question 1 in the workbook. |
| 9. Student evaluates his/her goal statement in terms of personal expectations and expectations of others. | 9. Student completes question 2 in the workbook. |
| 10. Student determines whether his/her goal is realistic. | 10. Student completes question 3 in the workbook. |
| 11. Student identifies what he/she knows about his/her goal, what he/she does not know; and how to learn more about his/her own personal goal. | 11. Student completes question 4 in the workbook. |
| 12. Student creates a goal plan (a goal plan includes the steps needed to reach a goal and the time involved in each step). | 12. Student completes question 5 in the workbook. |
| 13. Student follows individual goal plan. | 13. Have students work toward completing his/her goal steps. Students should check each step as it is completed. |
| 14. Student evaluates his/her goal and/or goal plan. | 14. Meet with students to evaluate their goals. Discuss feelings and reasons for goal completion or incompletion. |

* This workbook has been reprinted in part with the permission of Ticia Casanova, MALTD Project Staff Person. Appreciation to Carolyn Summer and the Staff of The Center for Independent Living, Berkeley, California.

## D. Developing a Sexual Identity

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies accurate resources on sex and sexuality. | 1. Students fill out sex information worksheet. See Appendix 8, page 55. Discussion should follow.(HI) |
| 2. Student defines sex role, sex role stereotype and sex role reversal. Student also identifies both the obvious and subtle ways sex roles are learned. | 2. Discussion and examples of sex role, sex role stereotyping and sex role reversal. What are the stereotypes? Then give examples of reversals (could be taken from real life experiences, cartoons, T.V., etc.). How are sex roles learned (i.e. a) parents buy dolls for daughter, car for son; b) modeling of parents - is the kitchen Mom's domain? The car - Dad's? c) T.V. shows? Books?). |
| 3. Student expresses ways sex roles influence personal attitudes, behaviors and decisions. | 3. Students fill out role identification worksheet. See Appendix 9, page 56. Discussion should follow. |
| 4. Student explores similarities and differences between male and female perceptions of relationships with the opposite sex. | 4. Divide students into small groups separating males and females. Ask participants to list the five most important qualities he/she looks for in a man and the five most important qualities he/she looks for in a woman. Compile four lists: a) What males look for in females. b) What males seek in other males. c) What females look for in males. d) What females seek in other females. (Planned Parenthood, 1980, pg. 7) |
| 5. Student identifies and selects appropriate verbal and non-verbal cues in developing relationships. | 5 & 6. Ask the groups to brainstorm possible ways to: develop friendships, ask someone for a first date, meet at a boy-girl party, meet someone you see at a drugstore. |
| 6. Student recognizes and responds to verbal and non-verbal cues given by others in developing relationships. | Role play some of the suggestions - include verbal and non-verbal cues. What are cues of interest and those of disinterest. (Planned Parenthood, 1980, pg. 55) |
| 7. Student classifies types of loves, (i.e. brotherly, familial, patriotic, self). | 7. Teacher describes the types of loves. Next have students list, in columns, people in their own lives or the characters in a story that represent the various types of love. |

| Objectives | Teaching Activities |
|---|---|
| 8. Student labels physical and verbal ways that feelings of love and affection may be expressed. | 8. Create a bulletin board with pictures that demonstrate love and affection (i.e. pictures of mother and baby, boy with arm around girl). Have the students create labels using "feeling" words. |
| 9. Student deals appropriately with feelings and changes associated with adolescence. | 9. Divide students into groups according to their sex. Discuss breast development, wet dreams menstrual cycle, relationships with the opposite and same sex, and the feelings associated with them. |
| 10. Student identifies what a moral is. | 10. Divide students into small groups. Each group creates a collage reflecting moral standards. Encourage students to include favorite quotes, song titles. Have each group explain their collage to the class. Compile master list of moral standards. What one moral rule has your family emphasized? (Planned Parenthood, 1980, p. 71.) |
| 11. Student identifies what a value is. | |
| 12. Student lists his/her own personal values. | 12. Discussion: What values would you consider most important to teach your own child? What have been major influences upon your moral development? |
| 13. Student distinguishes between appropriate and inappropriate sexual behaviors regarding the place, time and persons involved. | 13. Give students situations and have them determine if the sexuality in that situation is appropriate or not (i.e. holding hands in public, kissing in public, kissing a stranger). |
| 14. Student analyzes and understands risks involved in irresponsible sexual behavior. | 14 & 15. Presentation by staff of "Planned Parenthood", minister or counselor. (HI) Additional Activity: have students role play being a parent in a variety of possible situations. (i.e. single parent, unemployed, teenage parent.) |
| 15. Student identifies physical, emotional and economic factors which need to be considered in planning a family. | |

| Objectives | Teaching Activities |
| --- | --- |
| 16. Student differentiates between acceptable and unaceptable advances by a stranger. | 16. Teacher describes situations where students might come in contact with strangers. The teacher describes how the students can determine whether or not the interaction or advance is appropriate. Students are given some sample situations to make their own determinations. Movies, filmstrips or pictures can be used. |
| 17. Student responds appropriately to strangers' actions. | 17. Student completes a "What Would You Do" worksheet. See Appendix 10, page 57. Discussion should follow. |

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

Bulletin Board
Magazines
Goal Sheet
In-Service by "Planned Parenthood"

**RESOURCES:**

Association on Handicapped Student Service Programs in Post-Secondary Education (AHSSPPE), (P. O. Box 21192, Columbus, Ohio 43221).

Ayraut, Evelyn West, Sex, Love and the Physically Handicapped, The Continuum Publishing Co., New York, 1981. (OH)

Brolin, Donn E., Life Centered Career Education: A Competency Based Approach, The Council for Exceptional Children, 1978. *

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Mohr, Jennifer, Whatever You Decide: A Workbook for Teaching People who are Mentally Retarded How to Make Choices and Assert Themselves, (Advocating Change Together, Inc., 1509 Nicollet Avenue, Minneapolis, Minnesota, 55403), 1983.

O'Day, Bonnie, Preventing Sexual Abuse of Persons with Disabilities.

Parent's Campaign for Handicapped Children and Youth, The Life Skills Training: A Program for Parents and Their Learning Disabled Teenagers, (Closer Look, 1201 16th Street, N.W., Washington, D.C., 20036), 1983. *

Planned Parenthood Center of Memphis, Family Life Education: A Problem Solving Curiculum for Adolescents (Ages 15-19), Maryland, U.S. Department of Health and Human Services, 1980. *

Robb, Gary M., Havens, Mark D., and Witman, Jeffrey P., Special Education . . . Naturally, Indiana University, Indiana, 1983. *

Stanfield Film Associates, Sexuality and the Mentally Handicapped (slides), (P. O. Box 1983, Santa Monica, California, 90406). *

Summer, Caroline, "Goals: Wishes You Plan for, by the Staff of the MALTD Project, Center for Independent Living, 2539 Telegraph Avenue, Berkeley, California, 94704, 1984. *

Also: Policemen, lawyers, local groups such as Planned Parenthood or counselors on sexuality from local hospitals and agencies.

Outdoor education, recreation or camping centers

* Resources that are especially recommended.

## ADAPTATIONS SECTION

For this curriculum area there are no special adaptive equipment needed except for possible communication or mobility devices that a student might use in his everyday life. Teaching approaches or activities may be adapted for student abilities. These adaptions are listed below:

**ORTHOPEDICALLY HANDICAPPED**

Self-Esteem and Self-Identity

| Objectives | Activities |
|---|---|
| 4. Student begins to accept challenges. | 4. Talk to a nearby recreational center, park headquarter, museum or disability organization for information on accessible parks or recreational programs. There is a record/ tape on wheelchair exercise that might be appropriate for your students. Discuss physical, occupational and speech therapy, as a form of self-challenge. |
| 6. Student classifies passive, aggressive and assertive actions in others. | 6. Cut out pictures that represent the three behaviors. Have students point to or identify those pictures that represent each of the behaviors. |

Social Communication & Interaction

| | |
|---|---|
| 5. Student asks for assistance and acknowledges help when it is received. | 5. For students with difficulties in speech - have students demonstrate a method used to request assistance. How will other people know when you want assistance? How will they know how to appropriately help you? |
| 6. Student identifies another person's feelings by their behaviors. | 6. Have pictures already cut out. Students must identify what emotions are being depicted. |

| | |
|---|---|
| 11. Student demonstrates trust in others when appropriate. | 11. Blind trust walk can be adapted for persons with limited mobility. This can be done by either using others as assistants or by doing a blind-touch activity. Leader gives follower somthing to feel or smell. The follower has no control in this situation and must rely on the leader for guidance and caring. |
| 12. Student works well in groups. | 12. Student should rely on each other as much as possible but if necessary students can ask instructors for physical assistance in creating their chosen machine or object. |

**VISUALLY IMPAIRED**

Self-Esteem and Self-Identity

| Objective | Teaching Activity |
|---|---|
| 6. Student identifies passive, aggressive and assertive actions in others. | 6. Tapes can be used or created that represent passive, assertive and aggressive behaviors . |

**HEARING IMPAIRED**

Developing a Sexual Identity

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies accurate resources on sex and sexuality | 1. During this activity, it would be useful to have a TTY available. |
| 14. Student analyzes and understands risks involved in irresponsible sexual behavior. | 14. & 15. During all outside presentations it might be useful to have a licensed interpreter available. Visual aids should be incorporated. |
| 15. Student identifies physical, emotional and economic factors which need to be considered in planning a family. | |

## STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: SELF-ESTEEM AND SELF IDENTITY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies personal characterisitics | lists three things done well | lists three things not done well | identifies times help may be needed | identifies times others may be helped | accepts challenges | classifies passive action | classifies assertive action | classifies agressive action | practices assertive responses | practices reactions to others behavior | discusses disability as part of self |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: SELF-ESTEEM AND SELF IDENTITY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | discusses problems of disability | discusses feelings about disability | | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: SOCIAL COMMUNICATION AND INTERACTION

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | describes appropriate behaviors | identifies inappropriate behaviors | suggests alternative behaviors | demonstrates awareness of own behavior | makes steps to reduce inappropriate behaviors | identifies behaviors that aid popularity | identifies characteristics that contribute to popularity | asks for assistance | acknowledges help when received | identifies other person's feelings | reads nonverbal communication signs | identifies disability stereotypes |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: SOCIAL COMMUNICATION AND INTERACTION

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies appropriate and inappropriate reaction to stereotypes | uses good listening skills | shows trust in others | works well in groups | handles peer pressure | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: GOAL DEVELOPMENT AND PROBLEM SOLVING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies daily problems | differentiates between changeable and non-changeable problems | lists steps to solving a problem | identifies consequences of behavior | defines a goal | differentiates between a long-term and a short-term goal | identifies importance of personal goals | creates a short-term goal statement | evaluates goal statement | determines if goal is realistic | identifies knowledge of goal | identifies what is unknown about goal |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: GOAL DEVELOPMENT AND PROBLEM SOLVING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies how to learn more about goal | creates a goal plan | follows goal plan | evaluates goal or goal plan | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: DEVELOPING A SEXUAL IDENTITY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Identifies accurate sexuality resources | Defines sex role | Defines sex role stereotype | Defines sex role reversal | Identifies ways sex roles are learned | Expresses how roles influence behaviors | Explores similarities between perceptions of relationships | Explores differences between perceptions of relationships | Identifies appropriate verbal cues | Selects appropriate verbal cues | Identifies appropriate non-verbal cues | Selects appropriate non-verbal cues |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: DEVELOPING A SEXUAL IDENTITY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Recognizes verbal cues given by others | Responds to verbal cues given by others | Recognizes non-verbal cues given by others | Responds to non-verbal cues given by others | Classifies types of loves | Labels phsical ways of expressing feelings of love and affection | Labels verbal ways of expressing love and affection | Deals appropriately with feelings | Identifies a moral | Identifies a value | Lists own personal values | |
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STUDENT SKILL CHECKLIST

UNIT: SOCIAL SKILLS

GOAL: DEVELOPING A SEXUAL IDENTITY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Differentiates appropriate and inappropriate sexual behaviors | Analyzes risks of irresponsible sexual behavior | Understands risks of irresponsible sexual behavior | Identifies factors of family planning | Differentiates between acceptable and inacceptable advances of strangers | Responds appropriately to strangers' actions | | | | | | | |
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## DISABILITY AWARENESS

An integral aspect to promote success for your students is to provide Disability Awareness for themselves, their families, fellow students, school personnel and members of their community. To this end, we have provided, promoted and supported various activities.

A. For the disabled student himself/herself, depending on the age group and maturity level, a number of activities can be suggested:

1. Make a bulletin board displaying newspaper and magazine articles dealing with individuals with disabilities.

2. Students with disabilities need role models who they can relate to; models who can discuss their disabilities and what it has meant for them. They can open the class up or promote individual discussion. Disabled adults as models coming from either inside the school or from the community can teach workshops on a specific topic (i.e. photography, gardening, use of makeup, travel). The students should experience disabled adults as role models.

3. A one-on-one experience with a disabled adult at their place of work or school.

4. The use of disabled puppets such as "Kids On The Block".

5. The students can interview disabled adults.

6. There are many books geared to students of various age groups that deal with an individual sharing his/her disability.

7. Some cities offer a Big Brother/Big Sister group that pairs adults and children with similar characteristics.

B. For families of disabled people/children:

1. We would highly recommend the magazine The Exceptional Parent for any person with a disabled child.

2. Staff from our Independent Living Center have held stimulating and successful workshops for parents of disabled children. At these meetings parental concerns were discussed. Parental concerns seem to center around questions for their child's future, "Where will their child live when they are no longer able to care for them?" Parents have also communicated concerns about their child out in the community; dealing with strangers, etc. We explain to the parents how an Independent Living Center can be a support and resource for their child, not a haven or parental figure.

3. Support groups for families with disabled children can be a crucial factor to the families' well being. These groups can be found through local Special Education Resource Centers, Social Service organizations and/or local school systems.

4. Parents with disabled children should get to know adults who share their child's disability.

5. Many books have been written with the parent in mind. A list of these books can be found in the "Bookstore" section of The Exceptional Parent magazine.

C. For "Fellow" students:

Depending upon the age group a variety of techniques can be recommended:

1. One of our teachers suggest opening a special education classroom up to other students. This satisfies the students' curiosity about what is happening in THAT classroom. Teachers can either encourage interested students to help in the classroom or hold extracurricular activities there.

2. Puppet shows such as "Kids On The Block" are a great eye opener to the elementary school aged child. A positive approach would be to hold these activities for classrooms with disabled children and non-disabled alike.

3. For the older student, having speaker's bureaus formed of disabled adults talking about their disabilities and answering questions has worked successfully in many classrooms.

4. One great method is to promote interaction by the disabled child and non-disabled alike. This could be in the form of mainstreaming in classrooms or "mainstreaming" in extracurricular activities.

5. Lastly, disabled children can do things for their fellow students. They could make and sell popcorn, Easter candies, etc. They could invite other classes in for a party in their room.

6. Students can simulate a disability (i.e. placing a student who walks into a wheelchair for the day.)

D. For Teachers and Other School Personnel:

1. Special education staff can hold in-service meetings about this topic or about specific disabilities and accommodations. (AHSSPPE has put out good materials for this purpose.)

2. Staff from a disability group or Independent Living Center can also be used for this purpose.

3. Open up a special education class to other teachers. Ask them to participate in your class by teaching your students a special skill. Note: The Special education teacher should provide the visiting teacher with guidance and support.

## THE EARS* LISTENING SYSTEM

**E = EYES (LOOK)**

THE FIRST THING A GOOD LISTENER DOES IS LOOK AT YOU. THIS TELLS YOU THAT YOU HAVE THEIR ATTENTION AND INTEREST.

**A = ACT (NOD, SMILE OR VERBAL ACKNOWLEDGEMENT)**

THE NEXT INGREDIENT IS A SIGN OR ACTION THAT SAYS AND ACKNOWLEDGES AGAIN THAT THEY ARE ATTENDING TO AND ARE INTERESTED IN WHAT YOU ARE SAYING.

**R = RESTATE/QUESTION**

OFTEN, ANOTHER PART OF LISTENING IS WHEN A LISTENER RESPONDS BY RESTATING A POINT OF INTEREST OR ASKING A QUESTION TO CLARIFY OR EMPHASIZE SOMETHING THAT WAS SAID.

**S = SHARE**

A GOOD LISTENER WILL SHARE AN OPINION OR COMMENT THAT MAKES THE CONVERSATION INTERESTING TO BOTH PEOPLE. THIS CNA SPUR ADDITIONAL CONVERSATION.

* This worksheet has been reprinted with the permission of Suzanne Harmon, Co-author of The Life Skills Training: A Program for Parents and their Learning Disabled Teenagers. This material was developed by The Life Skills Project, c/o Closer Look, Washington, D.C.

## ADDITIONAL PEER PRESSURE DILEMMAS

cheating on exam
smoking
drinking
stealing
dating
popularity
getting good grades
swearing
drugs
sexual pressure
cruelty to others
dressing the image
not wearing hearing aid, glasses or other assistive devices

## SUGGESTIONS FOR DISCUSSION

Situation 1:

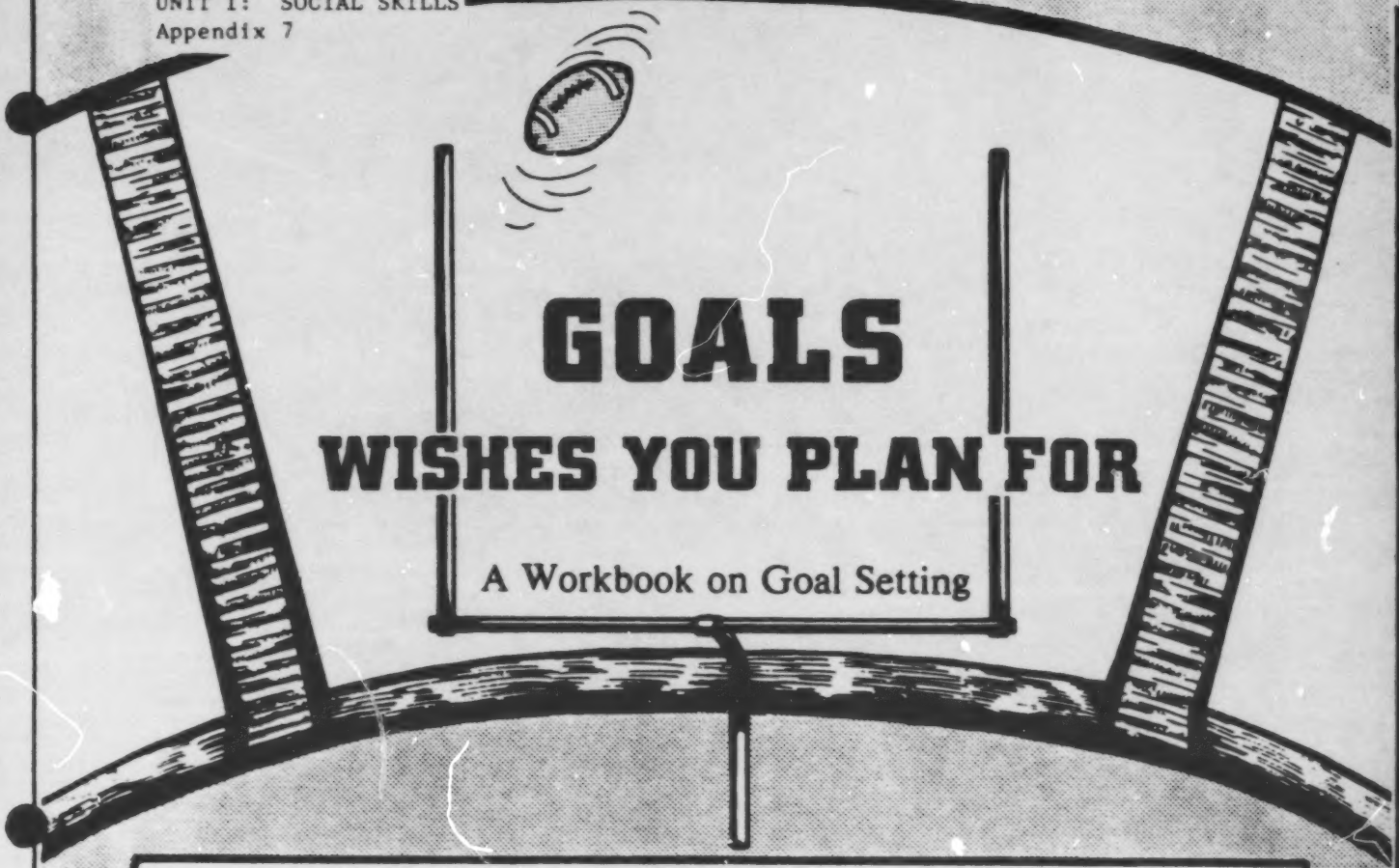
Melanie is about to take a mathematics exam that she has spent hours preparing for. Before class, Bill, a boy Melanie has been interested in, asks her to show him the answers during the exam. Not knowing how to reply, Melanie says O.K. During the exam however, Melanie begins to have doubts about giving Bill the answers.

1. Why do you think Melanie said O.K. in the first place?
2. Why do you think Melanie may be having second thoughts?
3. What should Melanie do?
4. What would you do?

Situation 2:

One day Nancy is invited to sit with the most popular girls in the school for lunch. She has been looking forward to joining this group for a long time. During lunch the girls gossip about other people in the school. At one point they begin to discuss Margaret, a good friend of Nancy's. None of the other girls like Margaret. They talk about how stupid she is and how no one would want to be friends with her. Nancy sits quietly listening. She wants to be accepted by these girls and doesn't know whether she should stick up for her friend, say nothing at all, or join in the mocking.

1. How should Nancy handle the situation?
2. How do you think the other girls would react if Nancy defended Margaret?
3. What would you do?



# GOALS
# WISHES YOU PLAN FOR

A Workbook on Goal Setting

by the Staff of

The MALTD Project

Model Approaches to Life
Transition for the Disabled

Youth Services
Center for Independent Living
2539 Telegraph Ave.
Berkeley, CA 94704

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# GOALS

## WISHES YOU PLAN FOR

A Workbook on Goal Setting

Created by:

Ticia Casanova
Sandra Feinbaum
Mary Judd
Janice Krones
Caroline Summer
Bea Tracy

Written by Caroline Summer

Artistic conceptions, illustrations and graphics by Kathleen Sanders

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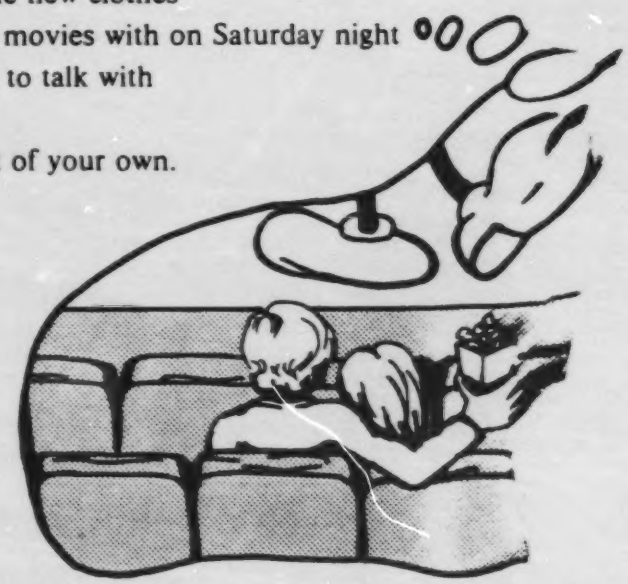
*This material has been reprinted from "Goals: Wishes you Plan For" developed by Carolyn Summer and the MALTD Project Staff with permission of Ticia Casanova, project staff person.

What's a goal?

A goal is a wish you plan for.

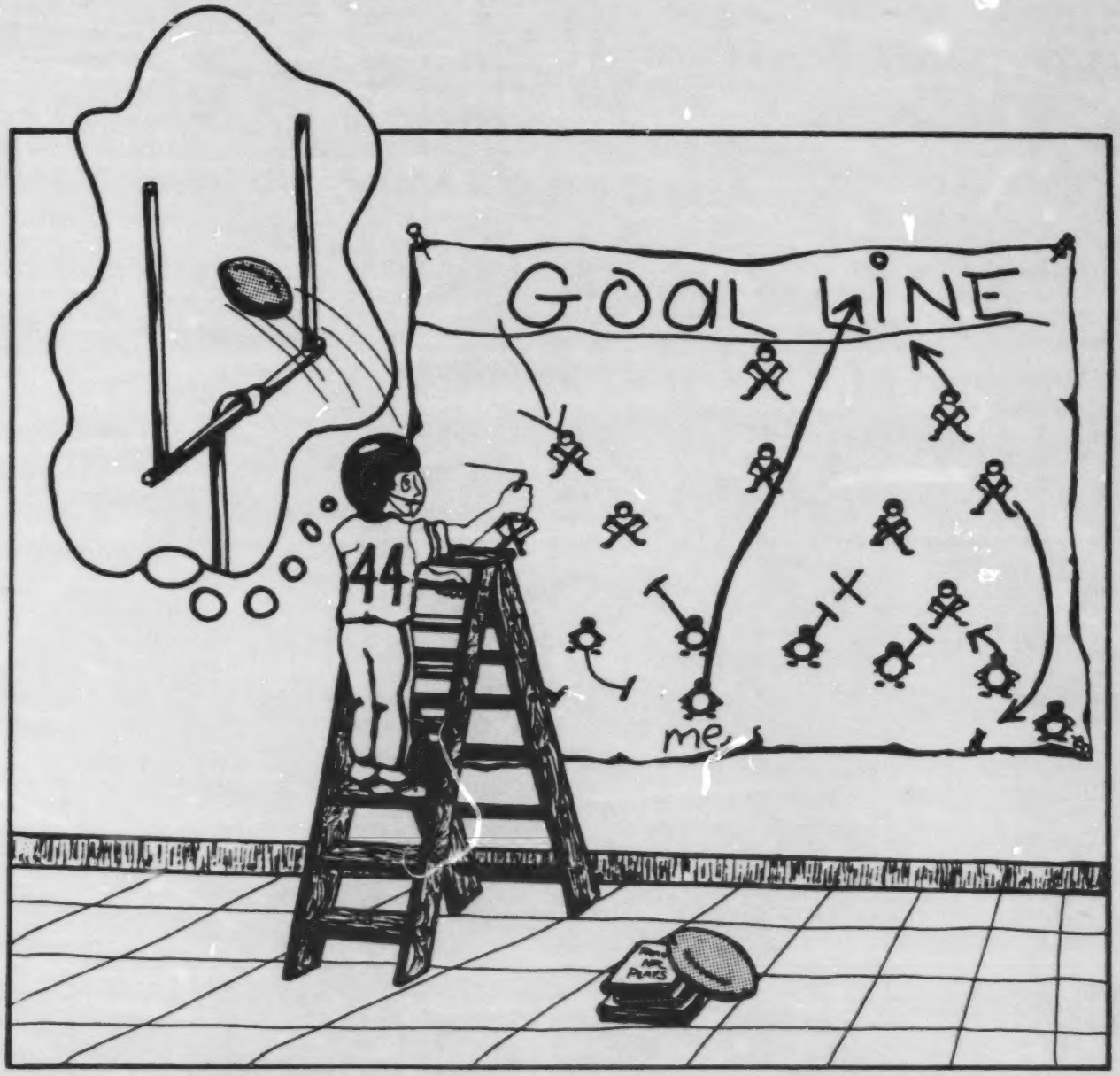
When you make a wish,
you ask to have your life changed in some way.

- Maybe you wish you had some new clothes
- Or somebody to go to the movies with on Saturday night
- Or a really good friend to talk with
- Or an exciting job
- Or an apartment of your own.



These are all **wishes.**

When you start planning and working
to make them come true, these wishes become
**goals.**



## Long-Term Goals

Some goals take a long time to reach. These goals are called **long-term goals**, or **big goals.**

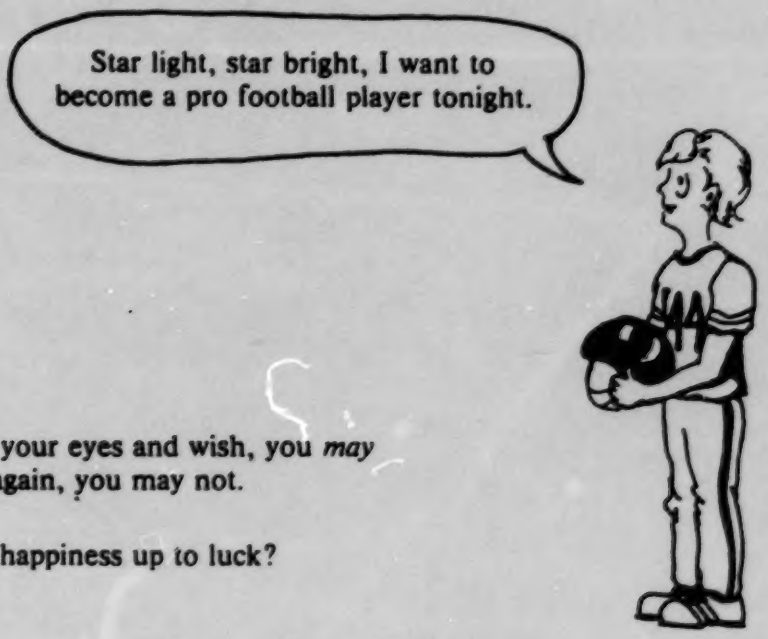
I want to go to college.
I want to become a computer programmer.
I want to get married and have 11 kids so I can have my own football team.

## Short-Term Goals

Some goals don't take a long time to reach. These goals are called **short-term goals**, or **little goals.**

I want to finish the book I'm reading.
I've got to turn in this math assignment by next Tuesday.
This Saturday I want to go to Marine World with my friend.

Whether a goal is long-term or short-term, you have to *plan* for it.




If you just close your eyes and wish, you *may* get lucky—but then again, you may not.

Why leave your happiness up to luck?

If you make goals and plan for them, you'll be taking control of your own life.

You'll be taking into your own hands the power to make things happen—for you!

By giving yourself this kind of power, you'll be greatly increasing your chance of having a happy and satisfying life.

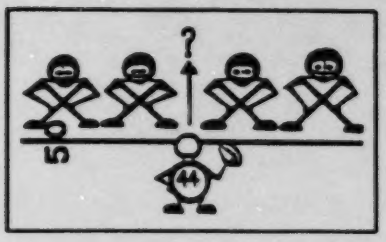
# How Do You Plan For A Goal?

You have to ask yourself some questions, and give very honest, clear answers to them.

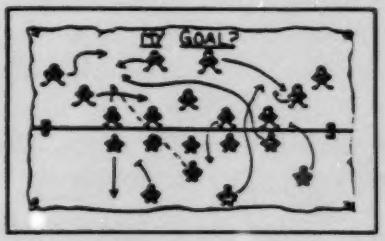
Question 1: Exactly what is my goal?

Question 2: Is this a goal I have set for myself, or one that somebody else has set for me?

Question 3: Is this goal one that I have a fighting chance of reaching?

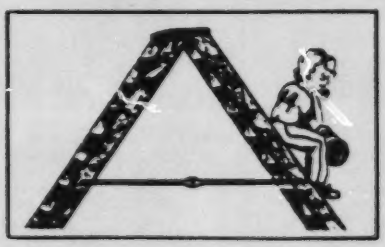


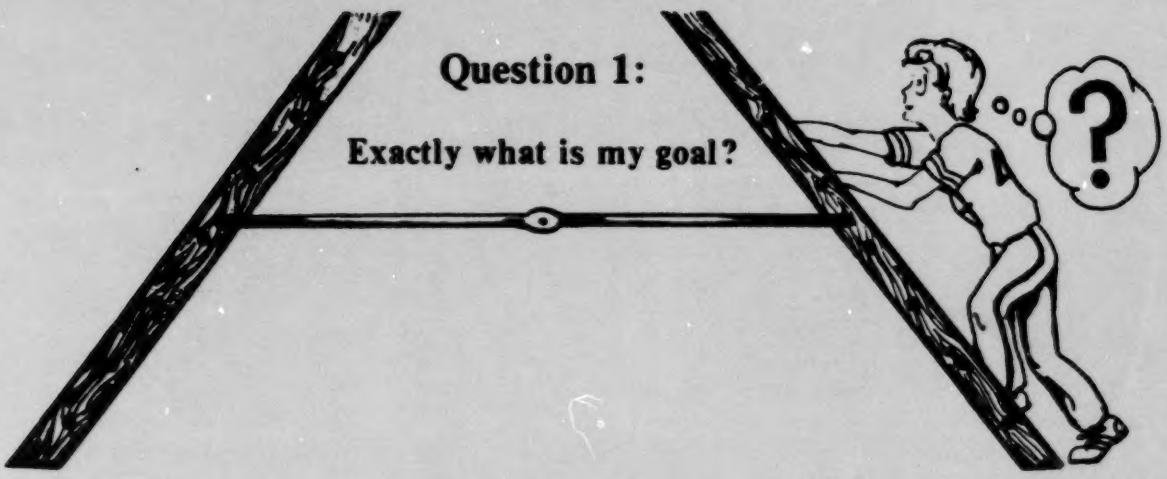

Question 4: What do I know about my goal and the things I'll have to do to reach it?




Question 5: What specific steps will I have to take to reach my goal, and how long will it take to finish each step?

Question 6: Now that I've done some work on my goal, do I still want it? Why or why not?






Put your answer to this question in the form of a **specific statement,** called a **goal statement.**

Don't say: "I want to get better in English."

Say: "I want to get a **B** in English by the end of the spring term."

Notice the difference? The first goal statement is vague and general. The second is clear and specific.

If you have trouble being specific in making your goal statement, ask yourself, "How will I know when I have reached this goal?" Then build your answer into a goal statement.

Vague goal statement: "I want to get along better with my brother."

Question:

"How will I know when I've reached this goal of getting along better with my brother?"

Answer:

"I'll know I've reached this goal when a whole month has gone by and I haven't had a single fight with my brother."

Specific goal statement:

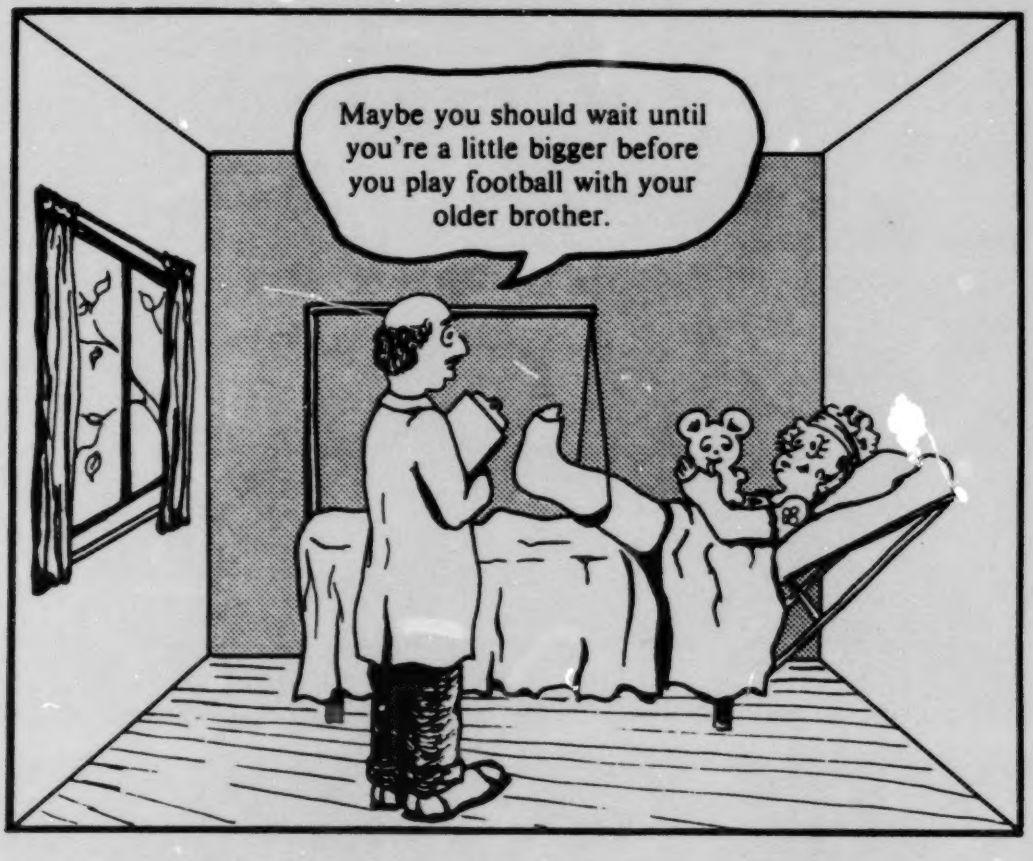
"I don't want to have one single fight with my brother during the month of August."

A **goal statement** needs to be specific so that you'll be able to tell for sure when you've reached your goal.

Knowing you've reached your goal makes you feel like a winner.

Knowing you haven't reached your goal doesn't make you feel terrific but it helps you get a better understanding of yourself.

- Maybe this wasn't a good goal for you after all.
- Maybe you needed more time.
- Maybe you should have worked harder.
- Maybe you should work toward this goal in a different way.



Your **goal statement** should include a *time*.
When will you reach this goal?

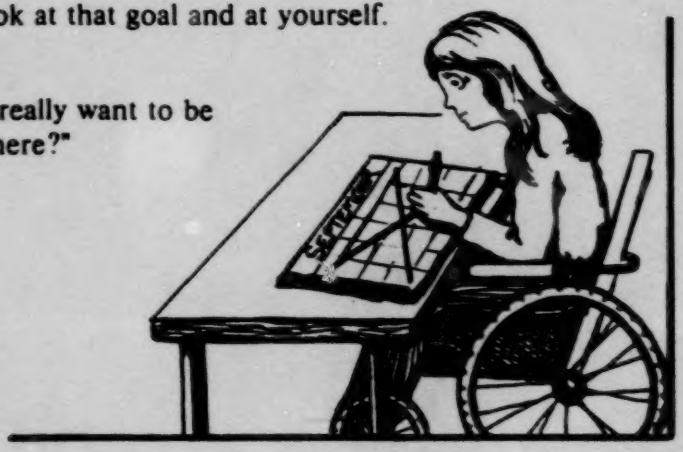
Don't say: "I want to go to college."
Say: "I want to be enrolled in college by next September."

By putting a *time* in your goal statement, you give yourself a way of checking on your own progress.

If September comes and you're not enrolled in college, you'll have to face the fact that you haven't reached your goal.

Then you'll have to take a hard look at that goal and at yourself.

You'll have to ask yourself, "Do I really want to be in college? If so, how come I'm not there?"



## Question 2:

**Is this a goal I have set for myself,
or one that somebody else has set for me?**

Your goals should be your own—not somebody else's.

You are the world's biggest expert on you. Better than anybody else, you know what you want and need.

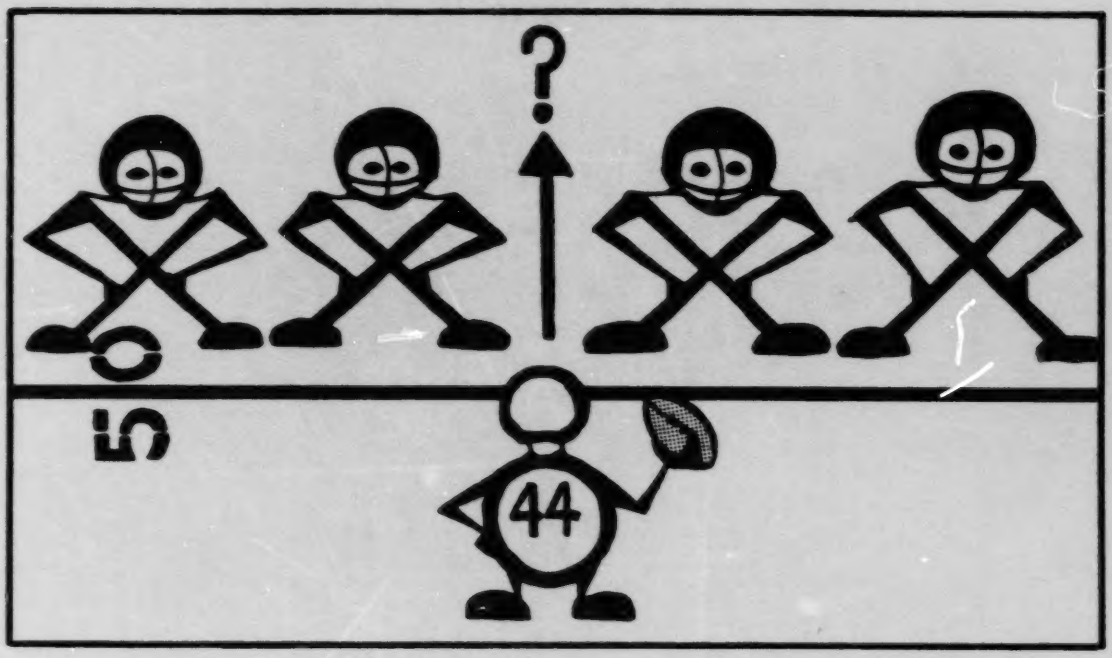
Gather information. Listen to advice from other people. But don't try to reach goals somebody else has set for you.

A man named Christopher Morley once said, "There is only one success—to be able to spend your life in your own way."

Your way—not somebody else's.

## Question 3:

**Is this goal one I have a fighting chance of reaching?**




In answering this question, you have to take a good long look at:

**A. The way the world works**

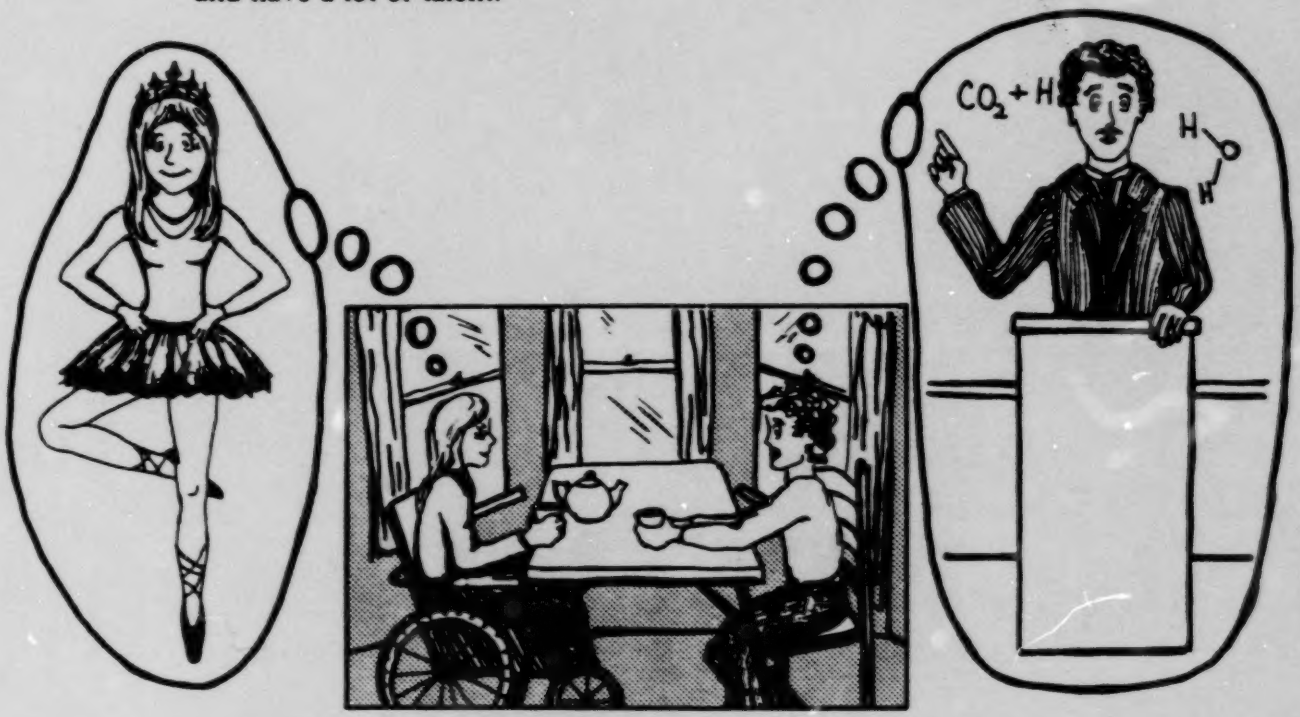
**and**

**B. The person you are.**

## First, you have to look at **the way the world works.**

In this world we live in, certain things are likely to happen, and certain things are not.

- In this world it is *not* likely that you will be hired as a college professor if you have never finished high school—no matter how smart you are, or how much you know.
- In this world it is *not* likely that a landlord will rent you an apartment when you're sixteen years old—even though you have a job and can pay the rent.
- In this world it is *not* likely that you will be able to earn your living as a professional dancer if you're in a wheelchair—even though you love dancing and have a lot of talent.




Ask yourself,

"Is there anything in **the way the world works** that will make it especially hard for me to reach this goal?"

## Second, you have to look at **the person you are.**

Everybody is good at some things, and not so good at others.

Which things are you good at, and which are you not so good at? What can you do, and what can't you do?

- If you're not good at sports, you probably won't be able to become an NBA center.
- If you're rotten at math, chances are you'll never be a successful accountant.
- If you're too shy to talk to anybody, it's not likely that lots of people will want to go out with you.
- If you have an awful singing voice, you probably won't become a rock star.

Ask yourself,

"Is there anything about the person I am that will make it especially hard for me to reach this goal?"

**Remember**— *Hard* doesn't mean *impossible*. *Hard* means you may have to work a little more, and plan a little better.

## Don't say "I can't" too quickly!

Be careful when you ask yourself, "Can I do this?"

People are always being told, "You can't do that!"—and then ending up doing it anyway.

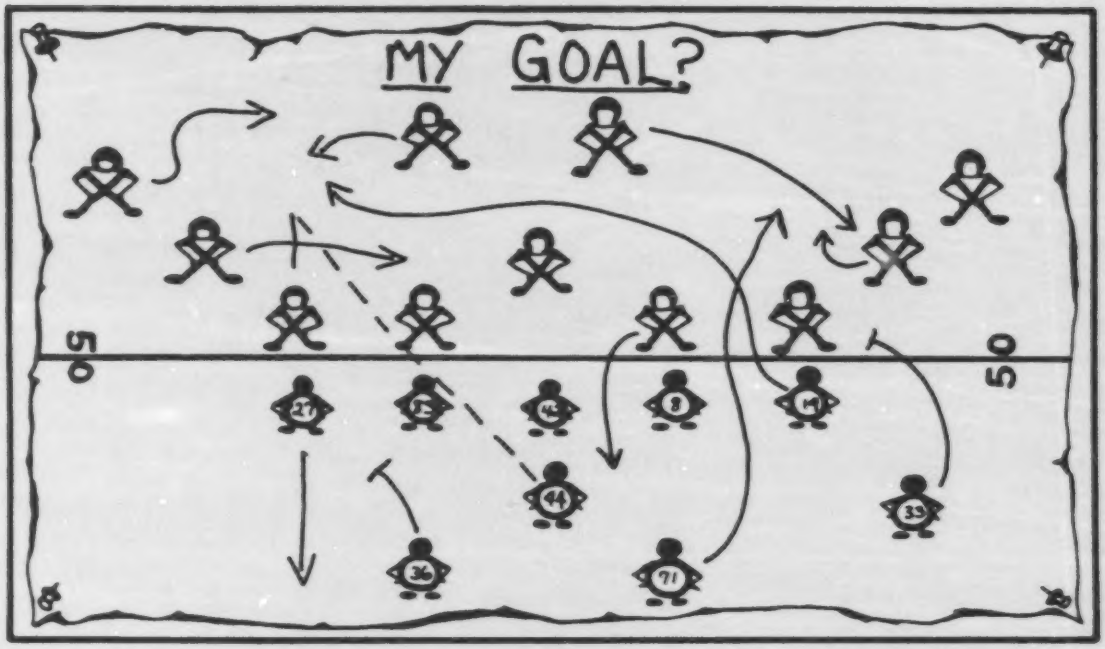
Don't underestimate yourself, or your own power to learn, change and grow.

And don't let anybody else underestimate you, either!

Mr. Wright, you'll never get that airplane off the ground!
"According to all medical opinion, a blind/deaf child like Helen Keller can never amount to much."

## Question 4:

**What do I know about my goal and the things I'll have to do to reach it?**

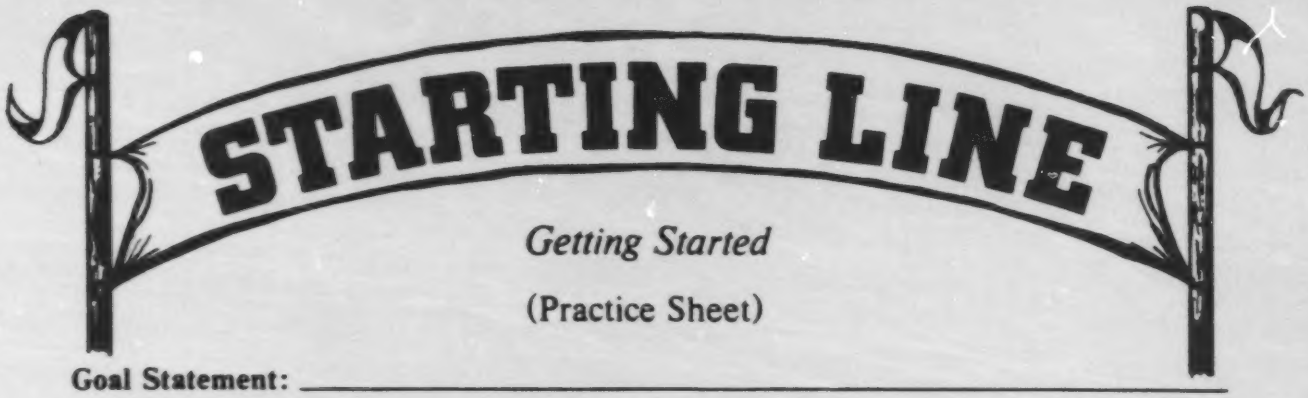



1. To answer this question, first write your goal statement at the top of a piece of paper.
2. Underneath the goal statement, write three headings, leaving space under each heading so you can write. The three headings are:

   A. **Things I know about my goal**
   B. **Things I don't know about my goal**
   C. **Ways I can find out what I need to know about my goal.**

   On the next couple of pages, you'll have a chance to practice answering **Question 4** for a goal that you've picked out.

We've given you some sheets to practice on. They're called *Getting Started Sheets.*




*Getting Started*

(Practice Sheet)

**Goal Statement:** _____

_____

_____

**Things I know about my goal:** _____

_____

_____

_____

_____

_____

**Things I don't know about my goal:** _____

_____

_____

_____

_____

_____

_____

**Ways I can find out what I need to know about my goal:** _____

_____

_____

_____

_____

_____

_____

There are more *Getting Started* sheets at the back of this book.

## Question 5:

**What specific steps will I have to take to reach my goal?**
**How long will it take me to complete each step?**

Now you're going to use the information you gathered when you answered Question 4. You're going to use this information to make a **goal plan.**

Making a **goal plan** is a lot like making travel plans for your vacation.

For example, when you want to take a car trip, you have to know where you are going (your **goal**), and you also have to know what route you will follow to get there (your **goal plan**).

Really good travel plans also include an *itinerary*. An itinerary tells you exactly *when* you can expect to get to various points on your route.

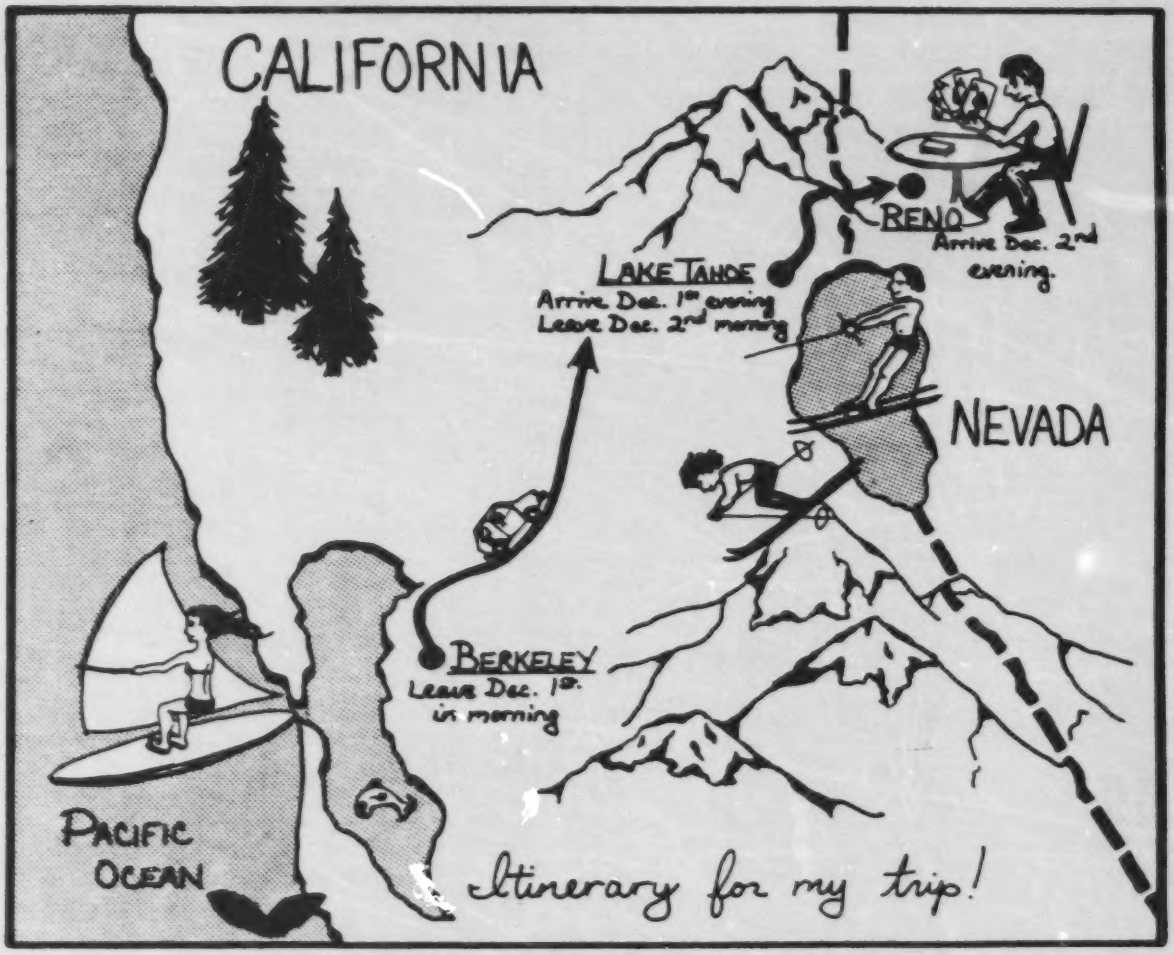
### ITINERARY

| | |
|---|---|
| Leave Berkeley, CA | Dec. 1 (morning) |
| Arrive Lake Tahoe, CA | Dec. 1 (evening) |
| Leave Lake Tahoe | Dec. 2 (morning) |
| Arrive Reno, Nevada | Dec. 2 (evening) |

Your **goal plan** is the itinerary for your trip toward your goal, so it should list:

A. **The steps** which you'll make in your trip toward your goal, in the order in which you'll make them; and

B. **The time** by which you'll complete each of these steps.




Don't rush yourself when you write down the times. Give yourself all the time you think you'll need, *plus a little extra.*

# GOAL PLAN

Write your **goal plan** in a form like this:

**Goal Statement:** _____

_____

_____

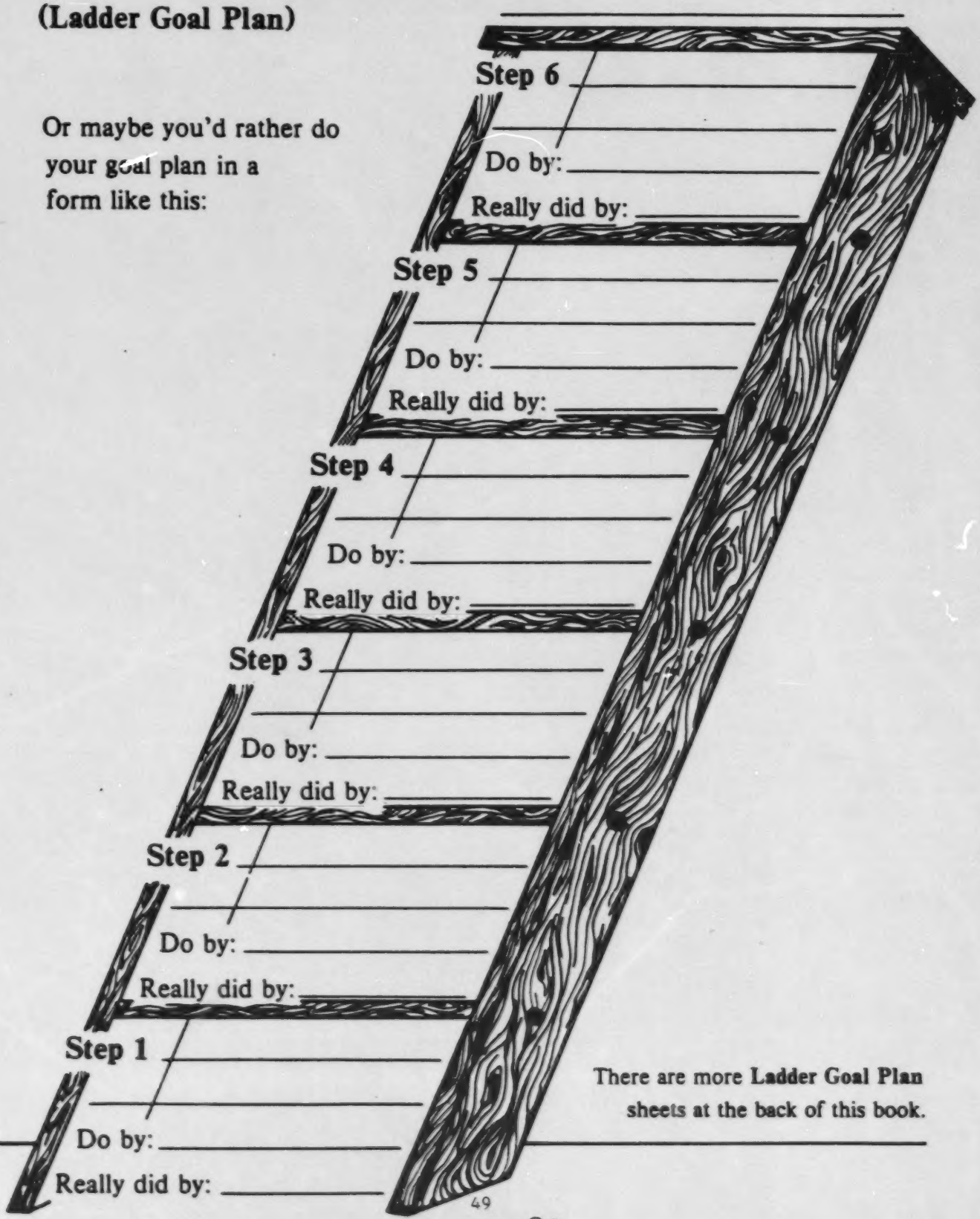
| | Do by: | Really did by: |
|---|---|---|
| **Step 1:** _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| **Step 2:** _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| **Step 3:** _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| **Step 4:** _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| **Goal!!** _____ | | |
| _____ | | |
| _____ | | |

There are more **Goal Plan** sheets at the back of this book.

# MY GOAL: _____

**(Ladder Goal Plan)**

Or maybe you'd rather do your goal plan in a form like this:

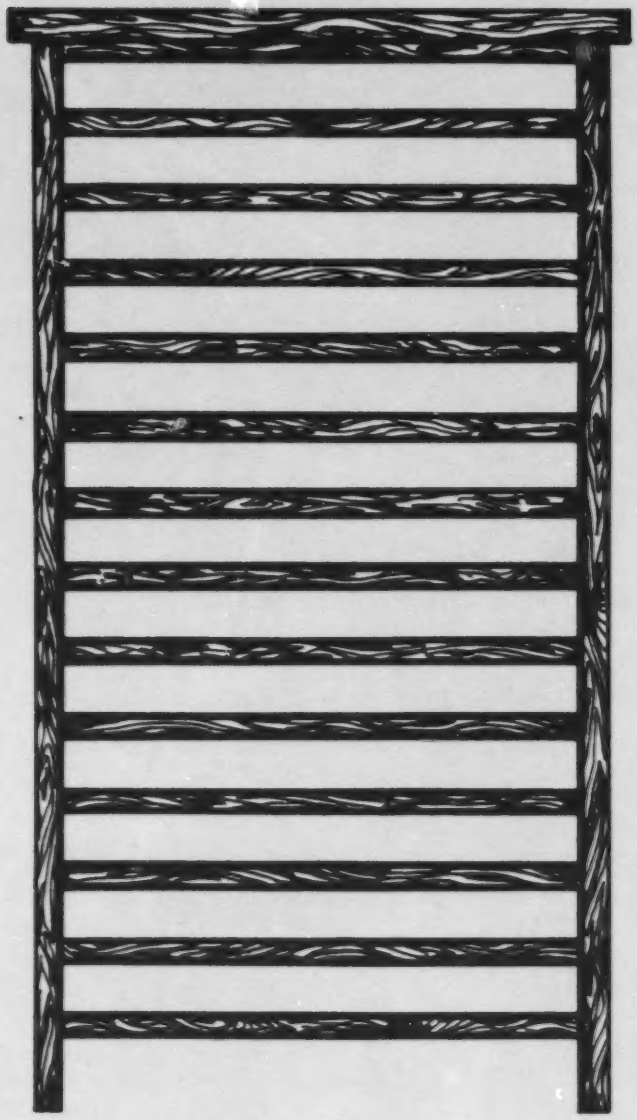



There are more **Ladder Goal Plan** sheets at the back of this book.

Working toward a goal really is a lot like climbing a ladder.

## Instructions for Climbing Ladders:

To get to the top **(the goal)**,



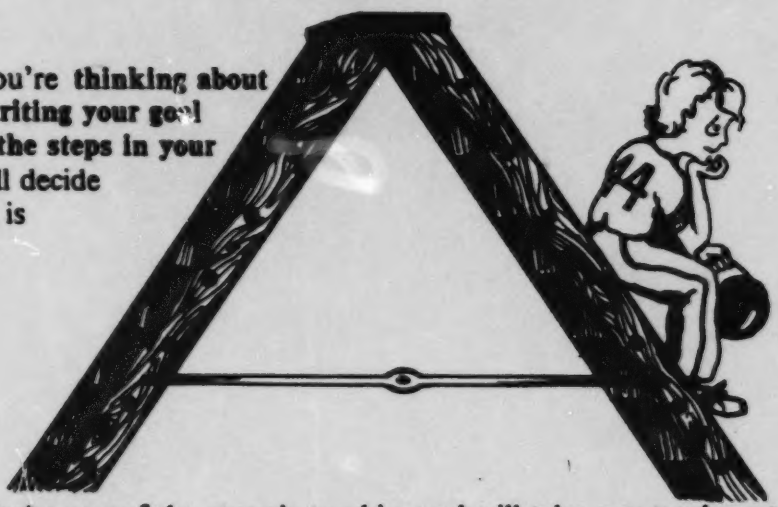
put your feet on the rungs **(the steps)** first.

Each rung takes you a little higher, until finally you're where you want to be—at the top.

## Question 6:

**Now that I've done some work on my goal, do I still want it? Why or why not?**

Maybe while you're **thinking about your goal**, or **writing your goal plan**, or **doing the steps in your goal plan**, you'll decide that something is wrong.



- Maybe one of the steps is too big, and will take you too long to complete. Maybe you ought to make this step a goal, and work on it separately.
- Maybe you decide one of the steps won't help you reach your goal, so you need to throw it out. Or maybe you need to add a new step.
- Maybe you decide that you don't want to reach this goal after all. It's not for you.

Don't forget that your goal plan is yours, for your convenience.

You can change it any time you want to. Or even throw it into the trash can, if it's not helping you.

## What can Don learn about himself from looking at his goal plan?

1. *Don didn't reach his goal.*

   It would have been great if he'd reached it. He'd have done something he could be proud of, and he'd feel like a winner.

   Still, there's nothing so terrible about failing. Don may not feel wonderful, but failing to reach his goal will probably teach him a lot about himself.

   ***And the more you know about yourself, the more likely you are to reach the goals you set for yourself in the future.***

2. *It took Don longer to finish some of the steps than he thought it would.*

   If Don did a lot of steps late, he may learn from that fact that he's a procrastinator (somebody who tends to put things off).

   Or he may learn that he's a person who needs to do things slowly and carefully. So the next time he works toward a goal, he won't push himself so much.

   Or Don may look at the steps that took him a long time, and realize that these steps, more than the others, were especially hard for him. Then he'll ask himself, "Why did I have such a hard time doing that step? What made it so tough for me?"

3. *One of the steps (#2) was especially hard for Don (he sees that Step 2 took a lot longer than he originally thought it would).*

   Don may learn from this fact the he needs a lot more work on Step 2 (meeting strangers) before he's ready to do public speaking in front of strangers.

   Don may decide that overcoming his shyness in meeting strangers is a goal he's got to reach before he works on his goal of giving a speech in front of ten people he doesn't know.

   So maybe Don will write a new **goal statement** and **goal plan** about meeting strangers.

Don's **new goal statement** is:

I want to meet five strangers by April 1, and I want to have at least a half-hour conversation with each one.

Notice: Each of the steps in your **goal plan** can be made into a **goal statement** and worked on separately.

**A goal plan—**

It's your own personal way of making your wishes come true!

NAME_____

List the two best sources you might use to get information about the following: (Some sources are suggested.)

INFORMATION NEEDED

1. Definition of certain words relating to sex_____
2. Concerns or fears about sexuality_____
3. What is expected on your first date_____
4. If you think you are in love_____
5. Methods of sexual expression_____
6. Methods of birth control_____
7. Symptoms of veneral disease_____
8. How to determine if you or your girlfriend are pregnant_____
9. What sexual abuse is_____
10. You have been raped_____

POSSIBLE SOURCES

| | |
|---|---|
| teacher | clergy |
| parent | friend |
| counselor | doctor |
| older brother or sister | hot-line |
| boyfriend or girlfriend | police |
| library | |

## ROLE IDENTITY WORKSHEET

What activities appeal to you? Which would appeal to you if you were born the opposite sex?

Directions: Check all that apply

| | AS YOU ARE | IF YOU WERE BORN THE OPPOSITE SEX |
|---|---|---|
| hiking | ____ | ____ |
| cooking | ____ | ____ |
| working on a car | ____ | ____ |
| dancing | ____ | ____ |
| playing the electric guitar | ____ | ____ |
| going to a football game | ____ | ____ |
| reading science fiction | ____ | ____ |
| writing poetry | ____ | ____ |
| sewing | ____ | ____ |
| playing basketball | ____ | ____ |

Discussion: Are there any differences? Why?

NAME_____

## WHAT WOULD YOU DO?

Respond as to what you would do in the following situations.

| SITUATION | YOUR RESPONSE |
|---|---|
| Example: You are alone when a car pulls up. A woman you've never met says, "your mother told me to pick you up." What would you do? | My mother did not tell me you were coming, so I will go home as I always do: Alternative: What is my mother's name? |
| 1. An old man puts his arm around you at the shopping center. What would you do? | |
| 2. You are alone when a car pulls up and a man asks: "Can you tell me how to get to the Library?" What would you do? | |
| 3. You are on a bus, a young woman leans up against you and asks, "What's your name, honey?" What would you do? | |
| 4. You are in a dressing room at a department store. A person is staring at you, watching you undress. What would you do? | |
| 5. At the playground you see an older boy with his arms around your 7 year old little sister. What would you do? | |

UNIT II: HEALTH

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, pages 63-64.)

A. Personal Hygiene

**a. Bathing**

| Objectives | Teaching Activities |
|---|---|
| 1. Student states reason for taking a bath or shower. | 1. Have students cut out pictures from magazines that demonstrate good vs. poor personal hygiene. Alternative Activity: Use the comic strip characters from "Peanuts" (i.e. Pig Pen, Peppermint Patty). Discuss being dirty while looking clean. |
| 2. Student explains the procedure in taking a bath or shower. | 2. Students will mention the temperature of water used, the use of soap, and the cleansing of total body. |
| 3. Student states how often he/she needs to bathe or shower. | |
| 4. Student differentiates between types of deodorants and anti-perspirants. | 4. Show students different anti-perspirants and deodorants. Have student explain the ways they are alike and different. |
| 5. Student states reason for personal care during menstrual cycle (if applicable). | 5. Explain frequency of cycle. Discuss cleanliness, changing of sanitary napkins, etc. |

**b. Hair Care**

| | |
|---|---|
| 1. Student describes differences between healthy and unhealthy hair. | 1. Use pictures of healthy and unhealthy hair. What are the differences? |
| 2. Student demonstrates shampooing. | 2. Allow students to go through the motions of: measuring shampoo, applying shampoo to hair, lathering shampoo, rinsing, applying conditioner, and final rinsing. |
| 3. Student uses blow dryer. | |
| 4. Student uses comb or brush to style hair. | |
| 5. Student cleans comb or brush. | |
| 6. Student states appropriate places to comb or brush hair. | |

c. **Dental Care**

| Objectives | Teaching Activities |
|---|---|
| 1. Student states the consequences of poor dental care. | 1. Visit by dentist or dental hygienist. Use visual aids. |
| 2. Student explains method to brush teeth. | 2. Demonstration by dental hygienist or teacher of correct brushing technique. |
| 3. Student demonstrates brushing teeth. | 3. Provide students with toothbrush and toothpaste. In an appropriate place student can practice brushing. |
| 4. Student explains use of dental floss. | 4. Provide students with dental floss. Teacher demonstrates while students use floss. |
| d. **Skin Care** | |
| 1. Student demonstrates the proper way to clean hands and face. | 1. Have students practice washing their hands and face. |
| 2. Student demonstrates use of hand or body lotion. | |
| 3. Student demonstrates use of acne medication if needed. | |
| 4. Student states reason to shave or not to shave. | 4. Discussion on the cultural differences for shaving in America. |
| 5. Student demonstrates the technique to shave. | 5. Allow students to apply shaving cream or foam. Discuss the differences. Also discuss the different types of blades and shavers. |
| 6. Student explains the basics of safely using makeup, if applicable. | 6. Allow students to apply makeup or instruct someone to apply it for them. Teacher or professional might do demonstration and explain why safety measures must be used. (VI) |
| 7. Student states reason to use perfumes, colognes, aftershaves, toners, and astringents. | 7. Discuss, demonstrate and allow students the time to practice. Be sure students know how much to use and how often they should use them. |

**e. Nail Care**

| Objectives | Teaching Activities |
|---|---|
| 1. Student shows proper care of nails. | 1. Have equipment available for student to use (i.e. fingernail clippers, nail file, emery board, nail brush, wooden cuticle sticks, large nail clipper for toes). (VI) |
| 2. Student files nails. | 2. Show students different types of nail files and emery boards. Explain good and bad qualities of each. Have students show proper methods of filing. |
| 3. Student identifies nail problems and possible solutions for each. | 3. List problems that can occur in the nail and nail area (i.e. split nails, ingrown toenails), and how to correct them. |

B. Health Care

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies symptoms of common illnesses (i.e. headache, temperature, sore throat, cough, cold, stomach ache, vomiting). | 1. Presentation by school nurse (see also Objective and Activity #4). |
| 2. Student safely and properly uses a thermometer. | 2. Demonstrate using a thermometer. Discuss the differences between rectal and oral thermometers. Demonstrate and discuss proper cleaning technique. Have students practice. |
| 3. Student differentiates between a normal and abnormal body temperature. | 3. Have students take their own or each other's temperature. Discuss the differences between a normal and abnormal temperature. |
| 4. Student identifies sickness preventive techniques (i.e. proper diet, vitamins, plenty of sleep). | 4. Presentation by school nurse or Health teacher |
| 5. Student identifies steps to take when feeling ill (i.e. taking aspirin, cold medicines, getting plenty of rest). | 5. & 6. Presentation by school nurse and/or Health teacher. After presentation, give students sample situations. They must determine what steps they would take. Discuss student answers. |
| 6. Student identifies when medical care is advised or required. | |
| 7. Student communicates medical information regarding self. | 7. Students compile and write up own "Medical History". |
| 8. Student identifies health care agencies in their community (i.e. hospitals, counseling services, etc.) | 8. Class makes bulletin board of health care facilities and community agencies. |

C. Safety and First Aid

| Objectives | Teaching Activities |
|---|---|
| 1. Student demonstrates basic first aid skills (i.e. blisters, burns, scrapes, sunburn, cuts, insect bites, broken bones). | 1. The American Red Cross has developed 4 books on Basic First Aid Skills. These books are in workbook form for easy use by the students. Book 1 deals with shock, bleeding, breathing and poisoning; Book 2: broken bones, burns and rescue; Book 3: head injuries, internal bleeding, heart attack, infection and illness, snake, animal and insect bites; Book 4: heat or sun exposure, exposure to the cold, fire, electric shock, water safety and other safety problems. Additional Resource: The Scout Handbook. (OH) |
| 2. Student lists precautionary fire safety techniques. | 2.& 3. Presentation and demonstration by local fire department. (HI) |
| 3. Student tells the correct procedures for fire emergency. | |
| 4. Student practices fire safety and emergency procedures. | 4. Fire drills as well as role playing other fire safety and emergency procedures. |
| 5. Student lists precautions for home safety. | 5. Teacher discusses precautionary home safety techniques. See Appendix 4, p. 79. To elaborate on these areas, give students assignments such as what precautionary measures would you take: a) when home alone; b) when you have an infant or young child in the house; and c) to insure physical safety in the home. Additional Activity: Presentation by police department on personal and home safety. |
| 6. Student knows correct procedure for emergencies in the home (i.e. opening a window if the house smells like gas). | 6. Divide students into small groups. Give each group on of the following situations: a) the house smells like gas; b) a sibling or parent becomes ill or injured; c) someone breaks into the house; d) the electricity goes out. Have students list the correct procedure on cards or posters. Post these around the classroom. |
| 7. Student demonstrates correct behavior in an emergency situation. | 7. Simulate various emergency situations. |

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

water
bar soaps
wash cloths
hand towels
bath towels
anti-perspirants
deodorants
sanitary napkins
tampons
shampoo
conditioner
cream rinse
blow dryer
curling iron
curlers
combs/brushes
toothbrush
toothpaste
dental floss
mouthwash
hand lotion
acne medication
bandaids/bandages
basic first aid equipment
razor and blades
electric shavers
shaving cream/foam
after-shave
cologne
astringent
moisturizer
toner
cover cream
makeup base
blush
lip gloss
eye shadow
tissues
Q-tips
cotton balls
nail brush
finger nail clippers
nail file/emery boards
wooden cuticle sticks
large toe nail clippers
thermometer
sample medical history form

**RESOURCES**

American Foundation for the Blind, A Step by Step Guide to Personal Management for Blind Person, 1974. (VI)

The American Red Cross, Basic First Aid, (Books 1-4), Washington, D.C., 1981.

Davis, Julie, Wendy Ward Way to Beauty, Simon and Schuster, New York, 1981.

DeGraff, Alfred, Attendees and Attendants: A Guidebook of Helpful Hints, Washington, D.C., College and University Personnel Assoc., 1979. (OH)

Hale, Glorya, The Source Book for the Disabled, The Saunders Press, Philadelphia, 1979. (OH)

Marrione, Barbara, Hiring and Supervising Personal Service Providers, Virginia Institute for Information Studies, 1980. (OH)

The President's Council on Physical Fitness, Adult Physical Fitness: A Program for Men and Women, U. S. Government Printing Office, 1980.

Roberts, Sara and Nancy Sydow, Consumer's Guide to Attendant Care, Madison, Wisconsin's Access to Independence, Inc., 1981. (OH)

"The Scout Handbook", Boyscouts of America

Also: Local Beauty Shop
School's Cosmetology Department
Dentist/Dental Hygienist
Podiatrist
Beauty Consultant
Local cosmetic merchandiser (i.e. Avon, Mary Kay). We have found that many of them are willing to donate supplies.
In-Service by Fire Department

**ORTHOPEDICALLY HANDICAPPED**

Personal Care and Hygiene

In some cases students can take care of their own needs with the aid of adaptive equipment, (see pp. 67-68). If possible an occupational therapist can work with students to make individual determinations. Other students will still be unable to perform certain tasks. Those students can still direct their personal hygiene routine.

| Objectives | Activities |
|---|---|
| 1. Student determines his/her personal care routine. | 1. The teacher should inform his/her students on the options, techniques and rational for good grooming. Students can then create their own personal care chart on how they would like to have their personal care needs met. See the chart on page 70 for a Needs Inventory Chart. Students should then share their personal care chart with the person or persons who perform these tasks. With the caregiver, student will review personal care chart, discuss alternatives and arrange a plan which is mutually agreeable. |
| 2. Student identifies the general uses of personal care attendants. | 2. Discuss the reasons a disabled person might use an attendant (i.e. unable to perform task completely or within reasonable time allotted). Some services that a personal care attendant might perform include: Bathing, dressing, oral hygiene, bowel or bladder care, toileting, transferring, eating, medication, excercises, housecleaning, laundry, meal preparation, grocery shopping, driving, social needs, educational needs. |
| 3. Student identifies his/her own needs for personal care attendant. | 3. With assistance from teacher, student fills out attendant care job description (see p. 71). |
| 4. Student identifies costs of personal care attendants and methods of obtaining money to pay a personal care attendant. | 4. Contact your local or state independent living center to determine the "going rate" for attendants in your community. Make sure to include both live-in and part-time. Contact Medicaid/ Medicare to determine if your state has a program for subsidizing personal care attendants. |

| | |
|---|---|
| 5. Student identifies methods of obtaining a personal care attendant. | 5. Discuss with students the methods for obtaining an attendant (i.e. independent living center, health care center, position wanted ad or by placing a help-wanted ad). With students, create a sample help wanted advertisement. |
| 6. Student identifies appropriate methods of interacting with a personal care attendant. | 6. Simulate or role play an experience between an attendant/attendee. |

Safety and First Aid

| Objective | Activity |
|---|---|
| 1. Student identifies actions to take when encountering a first aid emergency. | 1. While some students will be able to perform basic first aid skills, physical limitation may limit other students' actions. Teacher can call the American Red Cross (or other hospital or agency) or the school nurse and ask for a volunteer to come demonstrate and evaluate students' potentials. (Explain that an instructor knowledgeable in physical disabilities is needed.)<br><br>Some students will be able to perform all or some of the first aid skills in the traditional manner. Some might be able to perform the skills in an adapted manner or to a limited degree. For students who physically cannot perform the skills in an adapted manner, it is still important for them to learn the skill. They can direct another person in performing first aid or can monitor another person to insure a correct procedure.<br><br>Other students may be able to count for the rescuer, calm others in the vicinity or go get assistance. It is important for everyone to learn basic first aid skills. |

## Adaptive Equipment for Orthopedically Handicapped

### Bath:

1. Tub Seat or Tub Bench - fits in bathtub so that it is not necessary to get down to the bottom of the tub.
   For: decreased balance, decreased endurance or leg weakness

2. Grab Bars - for safety, wall mounted or on rim of tub.
   For: decreased balance or leg weakness

3. Shower Hose - to be used when tub seat is needed.
   For: decreased balance, decreased endurance or leg weakness

4. Cuff - used to help hold shower hose.
   For: upper extremity weakness or decreased hand function

5. Bath Brush - to help reach back and legs.
   For: upper extremity weakness or decreased range of motion

6. Bath Mitt - when someone is unable to hold wash cloth.
   For: decreased hand function

7. Octopus suction holder - used to hold soap and inhibit it from slipping. It can be placed on a wall or the tub seat.
   For: decreased hand function or use of only one hand

8. Safety Treads or Bath Mat - to prevent slips or falls.
   For: anyone

9. Faucet Turner - less strength is required to turn on faucets.
   For: decreased upper extremity strength or decreased hand function

10. Deodorant Dispenser - fits over spray deodorant.
    For: decreased hand function or decreased hand strength

11. Raised Toilet Seat - makes it easier to get up from seat.
    For: decreased leg strength or decreased balance

### Hair Care:

1. Comb or Brush with built up handle - provides larger surface to grasp.
   For: decreased hand function

2. Brush with Cuff - for person with limited grip.
   For: decreased hand function or decreased range of motion

3. Extension Hair Brush -
   For: decreased upper extremity range of motion

4. Curlers or Rollers covered with Velcro - no pins needed.
   For: decreased hand function

5. Tweezers - there are types available that require little strength and have loops to hold on to.
   For: decreased hand function

Dental Care:

1. Toothbrush with built up handle.
   For: decreased hand function

2. Toothbrush in Cuff - for those with a limited grip.
   For: decreased hand function

3. Dental Floss Holder - plastic holder with handle through which floss is threaded.

4. Tube Squeezer - makes it easier and squeezes toothpaste more neatly.
   For: decreased hand function or decreased strength in hands

Nail Care:

1. Nail File - taped to table or chair arm.
   For: person with use of one hand or with limited hand function.

2. Nail Clippers - nail the metal clippers to a wooden board to stablize them.
   For: persons with use of one hand or limited hand function

3. Nail Clipper/File - is commercially available

4. Nail Brush -
   For: person with use of one hand or limited hand function

## VISUALLY IMPAIRED

### Personal Hygiene

| Objectives | Activities |
|---|---|
| **Skin Care** | |
| 6. Student explains the basics of safely using makeup | 6. Presentation and individual experimentation with cosmetics |
| **Nail Care** | |
| 1. Student shows proper care of nails | 1. Presentation and demonstration by cosmetologist |

### Adaptive Equipment for the Visually Impaired

#### Personal Hygiene

1. Purchase grooming supplies in plastic containers.
2. Use plastic or paper drinking glass.
3. Label items either in braille or with an identified symbol.
4. Keep supplies in an organized manner. Explain method of organization to students.

#### Health Care

1. Properly store, label and use toxic substances.
2. Properly store, label and use medications.

#### Safety and First Aid

1. Properly store, label and use medications and other toxic substances.
2. Keep all appliances as close as possible to the outlet.

## HEARING IMPAIRED

### Safety and First Aid

| Objective | Activity |
|---|---|
| 2. Student lists precautionary fire safety techniques | 2. Presentation by local fire department. Interpreter should be available. Emergency phone numbers on the TTY should be known. |

## MY NEEDS INVENTORY

PERSONAL CARE NEEDS

**Bathing**

_____ Type (i.e. shower, bed bath)

_____ How often

_____ Time of day

_____ Type of soap, shampoo & conditioners preferred

**Oral Hygiene**

_____ How often

_____ Time of day

_____ Appliances preferred ( i.e. toothbrush, electric toothbrush, dental floss, toothpaste)

**Dressing**

_____ Amount and type of help needed

_____ Clothing preferences

**Bowel/Bladder Care**

_____ Type of program

_____ Time

**Transferring**

_____ Type

_____ When needed

_____ Special considerations

**Exercises**

_____ Type

_____ How often

NOTE: Additional categories might include Laundry, Housecleaning, Meal Preparation, Grocery Shopping, Eating, Social Needs, Transportation, Finances.

## JOB DESCRIPTION

*BATHING: _____

_____

*DRESSING: _____

_____

*HELPING TO BATHROOM: _____

_____

*BLADDER CARE: _____

_____

*BOWEL CARE: _____

_____

*TYPE OF TRANSFER: _____

*EXERCISES: _____

*PREPARATION OF MEALS: _____

_____

*HOUSKEEPING: _____

_____

*LAUNDRY: _____

*GROCERY SHOPPING: _____

*CORRESPONDENCE, FINANCES: _____

_____

*OTHER NEEDS, SCHOOL, SOCIAL, JOB, OCCASIONAL ASSISTANCE TO ACHIEVE A SKILL TO INCREASE INDEPENDENCE: _____

_____

_____

*TRANSPORTATION: _____

*TIME OFF: _____

_____

UNIT II: HEALTH
Appendix 3

## STUDENT SKILL CHECKLIST

UNIT: HEALTH

GOAL: PERSONAL HYGIENE - Bathing

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | states reasons for taking bath/shower | explains procedure to take bath/shower | states how often to bathe/shower | differentiates between deodorant and antiperspirant | states reasons for personal care during menstrual cycle | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HEALTH

GOAL: PERSONAL HYGIENE - Hair Care

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | describes healthy and unhealthy hair | demonstrates shampooing | uses blow dryer | uses comb or brush to style hair | cleans comb or brush | states appropriate places to comb or brush hair | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HEALTH

GOAL: PERSONAL HYGIENE - Dental Care

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | states consequences of poor dental care | explains method to brush teeth | demonstrates brushing teeth | explains the use of dental floss | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HEALTH

GOAL: PERSONAL HYGIENE - Skin Care

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | demonstrates proper way to clean hands | demonstrates proper way to clean face | demonstrates use of hand or body lotion | demonstrates use of acne medication | states reason to or not to shave | demonstrates the technique to shave | explains the basics of using makeup | states reasons to use perfume, cologne, astringents, etc. | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HEALTH

GOAL: PERSONAL HYGIENE - Nail Care

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | shows proper care of nails | files nails | identifies nail problems | identifies solutions to nail problems | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HEALTH

GOAL: HEALTH CARE

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies symptoms of common illnesses | uses thermometer safely and properly | differentiates between normal/abnormal body temperature | identifies sickness preventive methods | identifies steps taken if feeling ill | identifies when medical care is needed | communicates personal medical data | identifies community health agencies | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HEALTH

GOAL: SAFETY AND FIRST AID

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | demonstrates basic first aid skills | lists precautionary fire safety techniques | tells procedure for fire emergency | practices fire safety procedures | practices fire emergency procedures | lists precautions for home safety | knows home emergency procedures | demonstrates correct emergency behavior | | | | | |
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## PRECAUTIONARY HOME SAFETY TECHNIQUES

1. When you are home alone:

    a. Lock doors and windows.
    b. Don't answer door.
    c. Don't tell anyone who might telephone that you are there alone, tell them Mom and Dad are busy now and will call you back.

2. If you have a baby or small child in the house:

    a. Keep medicine, chemicals, and dangerous substances out of child's reach or locked up.
    b. Make sure glass, hot appliances (iron), and sharp objects are kept out of child's reach.
    c. Buy child protective safety bottles.
    d. Keep caps over electric outlets.
    e. Provide protection from stairways.

3. General safety precautions:

    a. Keep all electrical appliances away from water.
    b. Turn off iron and oven.
    c. Use screen around fireplace.
    d. Keep fingers away from working fans, blenders, hot stoves, etc.
    e. Make sure home is equipped with working smoke alarm.
    f. Always know where a working flashlight is stored.
    g. Have a secret place or person in another home designated for an extra house key in case you are locked out.
    h. Keep all emergency numbers by the telephone.

UNIT III: HOME MANAGEMENT

( A list of materials needed and resources recommended for this unit can be found in Appendix 1, pp. 87-88.)

**A. Housecleaning**

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies needs for his/her environment. | 1. Discuss how a person's environment represents him/her. Some people like to have plants or pets in the home. Each is an added responsibility. Some people like modern furniture. Others don't care how their home is furnished as long as costs are kept low. Some people like their environment to always be kept clean, neat and organized. Each student should create a story, a picture or cut out of magazines his/her ideal home. Discuss and evaluate student wishes as potential goals for their future. |
| 2. Student identifies the steps needed to maintain a clean and healthy environment. | 2. Discuss with students the many aspects needed to maintain a clean and healthy environment. The difference between "neat" and "clean" should be stressed. Some things need cleaning every week while others need only be done once or twice a year. A housekeeping list can be found in the following pages. Have students explain why each is necessary and how often it should be accomplished. |
| 3. Student identifies procedure for cleaning bathroom. | 3. Using rags, water, and cleanser, students can clean the sink, toilet, and bathtub. Have students identify products to use. Make sure they measure the correct amount of cleanser for each fixture. Have students clean the mirror, organize drawers and cupboards, and wash the floor if necessary. |
| 4. Student identifies procedure of changing the toilet paper roll when empty. | 4. Activity Board with roll holders is easily made for practicing. |
| 5. Student identifies procedure to clean the kitchen. | 5. Have students put away items lying around. Using a mild soap solution, students can wipe off counters, tables, chairs, range top, cupboards, and the outside of refrigerator. |

| Objectives | Teaching Activities |
| --- | --- |
| 6. Student identifies procedure to clean the oven. | 6. Use oven cleaner or self clean method. Discuss frequency. |
| 7. Student identifies procedure to defrost refrigerator and freezer as necessary. | 7. Remove items in refrigerator and wipe out. Discuss frequency. |
| 8. Student identifies procedure to clean the kitchen floor. | 8. Using a broom and a dustpan, students will sweep up dirt. If needed, students can use a wet mop. |
| 9. Student identifies procedure to clean the bedroom. | 9. Have students put away items lying around. Dust the furniture. Vacuum or sweep the floor. |
| 10. Student identifies procedure of making the bed, changing the sheets when necessary. | 10. Show easy method to make the bed. Demonstrate changing sheets and pillow cases. Discuss frequency. |
| 11. Student identifies techniques to clean other rooms. | 11. Discuss with students steps necessary to keep a room clean (i.e. dusting, sweeping, vacuuming, cleaning windows, mirrors, straightening). |
| 12. Student empties wastebaskets as necessary. | 12. Students shall check each room to see if the baskets need emptying. State why some are emptied more frequently. |
| 13. Student identifies procedures for dusting. | 13. Have available dusting equipment (i.e. feather duster, dust rag). Have student remove pictures, knick knacks, etc. use spray, wipe and polish with a rag or towel. |
| 14. Student demonstrates the use of a vacuum. | 14. Demonstrate use of vacuum cleaner and attachments. Allow students to practice. Have students vacuum carpets, draperies and furniture. Discuss different models and features. |
| 15. Student practices sweeping. | 15. Using a broom and a dustpan, have students sweep floors. Discuss which rooms may have hardwood, tile, or linoleum flooring. |
| 16. Student identifes the procedure of cleaning curtains, draperies, blinds or shades as necessary. | 16. Demonstrate techniques to use vacuum and duster. Discuss methods to wash or dry clean. Also show how draperies, etc. are hung and easily removed. |

| Objectives | Teaching Activities |
| --- | --- |
| 17. Student identifies procedure for washing walls and woodwork. | 17. Demonstrate choosing products, mixing, and washing. Have students practice washing. |
| 18. Student identifies the procedure of cleaning windows and mirrors. | 18. Have students use different cleaning supplies to evaluate which give best results. Use rags, newspaper, paper towels, and various solvents. Discuss mixing own solutions. |
| 19. Student takes care of garbage and trash. | 19. Have students empty wastebaskets using garbage bags for sanitary purposes. Discuss weekly pickup and early placement for removal. |
| 20. Student cleans cupboards, drawers, and closets. | 20. Have students empty area to be cleaned, wipe it out, and sort items to be replaced. Be sure items returned are clean. |
| 21. Student takes care of equipment and supplies. | 21. After use, students will put soap, cleaners, and solutions in proper storage places. Students rinse mops, rags, and pails and return them to storage area. |
| 22. Student develops a cleaning schedule. | 22. List all the activities found on previous pages on the board. Show students sample cleaning schedules. Have each student develop his/her own housekeeping chart. |

## B. Identification and Use of Hand Tools

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies common tools. | 1. In class have a toolbox containing; standard screwdriver, philips screwdrivers, pliers, wrenches, hammer, C-clamp and saw. |
| 2. Student identifies common hardware. | 2. Have available various screws, nails, washers, nuts and bolts. |
| 3. Student demonstrates use of hand tools and hardware. | 3. Teacher demonstrates use of tools and hardware. Have students practice. |
| 4. Student identifies a light bulb that needs to be changed. | 4. Student removes old bulb, puts in new bulb and tests it. |
| 5. Student identifies a paper towel roll that needs to be changed. | 5. Activity Board with roll holder is easily made for practicing. |
| 6. Student demonstrates safe use of electric plug and outlet. | 6. Be sure students can identify different types of plugs, adaptors, and outlets. |
| 7. Student demonstrates use of various locks. | 7. Have available an assortment of locks including combination locks, padlocks, and chain locks. |
| 8. Student identifies household items in need of repair. | 8. Have students bring in an item from home that needs minor repair. Let students evaluate the action needed. |

## C. Using the Telephone

| Objectives | Teaching Activities |
|---|---|
| 1. Student dials the operator; uses directory assistance. | 1. Teacher explains the use of the operator and directory assistance. The teacher then demonstrates the correct procedure and has the students practice. (OH) |
| 2. Student correctly uses the telephone directory. | 2. Teacher gives students assignments to locate specific names or businesses in the phone directory. |
| 3. Student demonstrates appropriate conversational skills. | 3. Students can begin by role playing various phone conversations. |
| 4. Student demonstrates proper use of the phone in various situations. | 4. The classroom should contain a telephone that the students can use either in an real situation or simulation. (HI) |

## D. Housing Options

| Objectives | Teaching Activites |
|---|---|
| 1. Student identifies a human's need and use for housing.* | 1. Class discussion on what things your family needs in their home (i.e. shelter, living space, cooking and toilet facilities, location, price, personal expression and socialization). (OH) |
| 2. Student identifies the various types of housing available in the community. (i.e. private home, group home, duplex, boarding house, apartment, trailer, etc.) | 2. Class makes collage of housing options using magazines and newspapers. |
| 3. Student lists advantages and disadvantages to various types of housing.* | 3. Class discussion on the pros and cons of various housing options. (i.e. price, location, sharing, etc.) |
| 4. Student utilizes procedures for renting a house or apartment. | 4. Students are guided in a discussion of steps to secure housing. Appendix 4, page 98 discusses How to Stalk An Apartment (and find one) as well as includes an assignment for the students.<br><br>A sample rental form can be found in Appendix 5, pages 99 & 100. |
| 5. Student differentiates responsibilities of renters and landlord in commonly encountered situations. | 5. Divide students into small groups. Give each group 2 or 3 sample situations (i.e. lightbulb burned out, paying rent on time, plumbing breaks down). Have students identify whose responsibility the situation would be. Class discusses the various problems and situations. |
| 6. Student identifies resources for complex housing problems. | 6. Class as a whole lists problems on the blackboard. Teacher calls on students to say where he/she would go for help (i.e. landlord, housing advocate, plumber). |

| Objectives | Teaching Activities |
| --- | --- |
| 7. Student identifies the housing needs and resources for accessing those needs for various disabilities (i.e. hearing impaired, visually impaired,etc.). | 7. Divide students in small groups. each group is assigned one disability. Students must identify the housing requirements and resources for that particular disability.<br>A. Hearing Impaired - might require flashing lights for doorbell or telephone.<br>B. Visually Impaired - might require brailled or raised elevator numbers and controls.<br>C. Physically Disabled - might require accessible housing, lowered appliances and shelving, and attendant care.<br>D. Mentally Handicapped - person might require or desire a supervised living arrangement or group home.<br><br>Resources might include:<br><br>- Real Estate Agencies<br>- An Independent Living Center<br>- The Association for the Blind<br>- The Association for Retarded Citizens |

* These Objectives and Activities have been reprinted in part or whole with the permission of Donn E. Brolin of the University of Missouri-Columbia, Editor of Life Centered Career Education: A Competency Based Approach. This material was published by The Council for Exceptional Children, Reston, Virginia, in 1983.

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

rags
cleanser
bucket/pail
floor cleaners (i.e. Spic-n-Span)
toilet paper
bathtub
papertowels
tables
range
cupboards
kitchen sink
scouring pads
feather duster
furniture polish
curtains, blinds or shades
sheets (fitted & standard)
blankets
wastebaskets
paper bags
tool box
standard screwdriver
pliers
hammer
bolts
nails
nuts
combination locks
lamps
light bulbs
electric plugs
telephone
telephone books
water
mop
broom/dust pan
mild soap (i.e. Murhpy's Oil)
toilet paper holder
mirror
papertowel holder
chairs
refrigerator/freezer
counter top
oven cleaner
vacuum with attachments
dusting sprays
window cleaner
bed
pillow cases
bedspreads
garbage bags
newspapers
saws
philips screwdriver
wrenches (open end & adjustable)
C-clamps
screws
washers
padlocks
door chain locks
burned out light bulb
electric outlets
electric adaptors
rental application form from nearby apartment

**RESOURCES:**

American Telephone and Telegraph Co., "We learn about the Telephone", from Telezonia, a Communication and Telephone Program for the Lower Elementary School Grades.

A Place of Our Own: Tips for Mentally Retarded People Living in the Community, The President's Committee on Employment of the Handicapped.

Belina, Virginia Sweet, Planning for your own Apartment, Pitman Learning, Inc., 1975.

Building Ramps: A How-to Booklet, Center for Accessible Living. (OH)

Garee, Betty, Ideas for Making your Home Accessible, Accent Special Publications, 1980. (OH)

Hale, Glorya, The Source Book for the Disabled, The Saunders Press, Philadelphia, 1979. (OH)

Illinois Department of Children and Family Services, Homemaking Manual, A Reference Manual for Rehabilitation Teachers, Western Michigan University, Kalamazoo, Michigan. (VI)

Rice, Ruth, 50 Spirit Masters on Home Repairs and Maintenance, T. Weston Walch, Publisher, Portland Maine 04104, 1979.

Savage, Robert C. & Utrup, Robert G., "Where do I go from Here?" The ABC's of Apartment Hunting, Western Michigan University, Kalamazoo, Michigan, 1976. (VI)

Shared Spaces: Changing your Group Home, Panta Rhei, Inc., Cleveland, Ohio, 1979.

Utrup, Robert G., Home Mechanics for the Visually Impaired, Western Michigan University, Kalamazoo, Michigan, 1974. (VI)

Also: Local Real Estate Offices
Local Phone Company
Local Independent Living Center
The Association for the Blind
Hearing and Speech Centers
The Assocation for Retarded Citizens

## ADAPTATIONS SECTION

### ORTHOPEDICALLY HANDICAPPED

Housecleaning

All students must understand what is needed in order to keep a clean, orderly and safe home so that they can take charge of their environment by either:

a. doing the tasks themselves
b. sharing the tasks with others or
c. directing another person to do the task.

A person's potential to accomplish a task either in the traditional manner or in an adapted one must not be understated. A list of adaptive equipment that can assist in housekeeping can be found on pages 90-91.

Other students might wish to have another person do their housecleaning. This person can be a friend, relative, personal care attendant or a homemaker. Personal care attendants can be found through an independent living center. Phone numbers for homemaker services can be found by contacting a local hospital or rehabilitation facility.

| Objectives | Activities |
|---|---|
| 1. Student identifies the need for assistance in Housecleaning/ Home Maintenance. | 1. Teacher and student evaluate his/ her skill and potential in performing housekeeping tasks. |
| 2. Student identifies adaptive equipment appropriate for his/ her needs. | 2. A list of potential equipment and their description can be found on the following page. An occupational therapist might be helpful to determine individual needs. A field trip might be made to a local medical equipment and supply company. |
| 3. Student can locate a personal care attendant or homemaker. | 3. See page 65, Appendix 2 under Health "Personal Care and Hygiene". |
| 4. Student can direct another in performing housekeeping tasks. | 4. Simulate or role play directing another to perform housekeeping tasks. Students might want to develop an individual task chart. |

## Using the Telephone

1. Some students with limited communication ability might benefit from using a TTY (see the adaptations under Hearing Impaired).

2. For students with limited dexterity, the phone company has a variety of adapted phones available. Call your local phone company and ask them to do an in-service and demonstration for your students.

## Housing Options

| Objectives | Activities |
|---|---|
| 1. Student identifies his/her own needs in housing. | 1. Discuss with students needs they might have in housing (i.e. ramps, large doorways, accessible appliances, one floor, room for an attendant). |
| 2. Student identifies a person or organization in the community that can help him/her. | 2. & 3. Have students list his/her own individual housing needs. Invite speakers from local independent living center or community housing authority. After presentation, have students identify the resources that are applicable to his/her own needs. |
| 3. Student identifies housing choices in the community that meet his/her needs. | |

## Adaptive Equipment for the Orthopedically Handicapped

### Cleaning

1. Carpet sweeper - small and lightweight, if unable to use regular electric vacuum.
   For: persons using wheelchairs or limited function of the upper extremity

2. Bath sponge - to clean bathtub - reaches difficult places (see Bath)

3. Mops - many have handle to squeeze.
   For: one handed or limited upper extremity function

Using the Telephone

1. Cuff - makes it easier to pick up and hold receiver.
   For: limited hand function or limited hand strength

2. Phone Flipper - if unable to hold receiver even with a cuff.
   For: decreased hand function

3. Giant Push Button Adapter
   For: decreased function of the upper extremities

4. Phone Holder - clamps to table.
   For: Decreased function of the upper extremities

5. Phone Amplifier - for persons unable to use regular phone.
   For: limited hand function or decreased function of the upper extremities

6. Book Holder - can hold phone book.
   For: person with one hand or person with limited function of upper extremities

**VISUALLY IMPAIRED**

When a visually impaired person is to be oriented to a new environment, it is important to be trained by a Mobility Specialist. The Bureau of Services for the Visually Impaired (BSVI) will evaluate a person's vision to determine eligibility for their free service.

Housecleaning Tips for the Visually Impaired

1. Have cleaning supplies easily located and if possible in a basket for transporting them around the house.

2. Use a systematic overlapping stroke pattern for efficiency.

3. Use the soft brush attachment of vacuum to dust furniture or sew cuff closed on old shirt sleeve - dust mitt.

4. Use a step stool to clean walls.

Adaptive Equipment for the Visually Impaired

1. Large print telephone dials

2. Big button phones

3. Memory phones

## HEARING IMPAIRED

### Using the Telephone

For many hearing impaired persons, adaptive phones may be necessary. Some phones, both public and private, have various intensity levels that might benefit hard of hearing students. Other students might require a TTD or TTY. Local phone companies and speech and hearing centers can locate these phones for you or your students. Students should have a chance to practice their usage in the class setting. Students should learn where they can acquire an adapted phone, who to contact for repairs and how to contact emergency numbers, local organizations or friends and family. Local phone companies will be glad to do presentations for your students.

## STUDENT SKILL CHECKLIST

UNIT: HOME MANAGEMENT

GOAL: HOUSECLEANING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies procedures to clean bathroom | identifies procedure to change empty toilet paper roll | identifies procedure to clean kitchen | identifies procedure to clean oven | identifies method to defrost refrigerator | identifies method to defrost freezer | identifies method to clean kitchen floor | identifies procedure to clean bedroom | identifies method to make bed | identifies techniques to clean other rooms | empties wastebaskets | identifies procedures for dusting |
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## STUDENT SKILL CHECKLIST

UNIT: HOME MANAGEMENT

GOAL: HOUSECLEANING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | demonstrates use of vacuum | practices sweeping | identifies procedure to clean curtains/draperies | identifies procedure to clean blinds/shades | identifies procedure to wash walls/woodwork | identifies procedure to clean windows/mirrors | takes care of garbage and trash | cleans cupboards, drawers, and closets | takes care of equipment and supplies | develops a cleaning schedule | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HOME MANAGEMENT

GOAL: IDENTIFICATION AND USE OF HAND TOOLS

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies common tools | identifies common hardware | demonstrates use of tools and hardware | identifies a light needing to be changed | identifies a paper towel roll needing changing | demonstrates safe use of electric plug | demonstrates safe use of electric outlet | demonstrates use of various locks | identifies items in need of repair | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HOME MANAGEMENT

GOAL: USING THE TELEPHONE

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | dials the operator | uses directory assistance | uses the telephone directory | demonstrates appropriate conversational skills | demonstrates proper use of telephone | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: HOME MANAGEMENT

GOAL: HOUSING OPTIONS

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies human's need for housing | identifies human's use for housing | identifies types of housing available | lists advantages to various housing | lists disadvantages to various housing | utilizes procedures for renting | differentiates responsibilities renter landlord | identifies resources for problems | identifies housing needs | identifies resources to fill needs | | |
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## HOW TO STALK AN APARTMENT
## (and find one!)

You earn $500.00 each month. In looking for an apartment you determine that you can spend ¼ of your monthly income on rent. Approximately $50.00 each month can be spent on utilities. Utilities include gas, electric, and telephone services. Some rental agreements include utilities in the monthly rent. There are many different types of rental arrangements such as apartments in apartment buildings, apartments in houses, and houses. There are also one bedroom, two bedroom, and three bedroom units as well as efficiency apartments and studio apartments. Apartments also may include appliances and/or furnishings.

You must look closely to find an arrangement to meet your desires as well as your financial capability. Other considerations include proximity to shopping areas, work place, and bus lines as well as choosing to share the apartment with another person.

ASSIGNMENT:

Use the newspaper ads supplied to find five apartments that fit your requirements. Answer the following questions to determine what type of apartment you are looking for:

1. How much can you afford for rent? $____

2. How much can you afford for rent, including utilities? $____

3. What type of apartment would you prefer?

4. How many bedrooms will you need?

5. Would you share with someone? If so, how much can you afford together?

6. Where is the apartment located?

Answer these questions for each apartment you select, and use a separate page.

## SAMPLE RENTAL FORM

Size of Apartment: Efficiency (single only)_____
1 Bedroom _____
2 Bedroom _____

1. NAME_____ DATE OF BIRTH_____

2. MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____

   NAME OF SPOUSE_____

3. PRESENT ADDRESS_____

4. PRESENT HOUSING: SINGLE RM.____ APARTMENT____ PRESENT RENT____

   OWN HOME____ WITH RELATIVE____

5. ARE YOU WORKING NOW?_____

6. NAME AND ADDRESS OF EMPLOYER_____

---

## FINANCIAL INFORMATION

7. EARNINGS FOR PAST 12 MONTHS_____

8. (a) CURRENT INCOME - AMOUNT

| | PER MONTH | PER YEAR |
|---|---|---|
| SOCIAL SECURITY | | |
| S.S.I. | | |
| (b) OTHER SOURCES | | |
| REAL ESTATE (RENTAL) | | |
| SAVINGS ACCOUNTS (INTEREST) | | |
| STOCKS AND BONDS (DIVIDENDS) | | |
| OTHER (FAMILY) | | |
| TOTAL INCOME | | |

9. (a) WHAT KINDS OF HEALTH INSURANCE DO YOU HAVE? (LIST)_____

_____

RENTAL APPLICATION

9. (b) HAVE YOU ANY PHYSICAL DISABILITIES (VISION, HEARING, MOBILITY)_____

_____

_____

(c) HAVE YOU BEEN HOSPITALIZED WITHIN THE PAST 5 YEARS?_____

REASON_____

(d) ARE YOU CURRENTLY RECEIVING MEDICAL TREATMENT?_____ IF YES, SPECIFY:

_____

(e) NAME OF DOCTOR_____

10. PLEASE LIST NAME, ADDRESS, TELEPHONE NUMBER OF ALL CHILDREN (IN OR OUT OF TOWN)

_____

_____

_____

11. IF NO CHILDREN, PLEASE LIST NAMES, ADDRESS AND TELEPHONE NUMBER OF NEAREST KIN:

_____

_____

12. IF YOU SHOULD BECOME UNABLE TO CARE FOR YOURSELF, WHOM SHOULD WE CONTACT?

NAME, ADDRESS AND TELEPHONE: _____

_____

(ANY OTHER INFORMATION OR COMMENTS WILL BE APPRECIATED. PLEASE USE THE BACK OF THIS PAGE.)

DATE_____ SIGNATURE OF APPLICANT_____

UNIT IV: CLOTHING CARE

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, page 105.)

**A. Laundry**

| Objectives | Teaching Activities |
|---|---|
| 1. Student lists laundry vocabulary words. | 1. Provide students with a variety of laundry products. Have students take words from these products to create list. |
| 2. Student defines laundry vocabulary words. | 2. Students complete dictionary worksheet found in Appendix 4, page 111. |
| 3. Student sorts clothes into appropriate loads for washing. | 3. Have students use clothing gathered specifically for this activity. Student will sort by color and washability. Have students identify key words on labels like warm wash, dry clean only, cold water, tumble dry, hand wash, etc. (Note: Clothes can be obtained from the Salvation Army. Throughout this unit students will launder, iron, mend and fold clothes. They will then return them to the Salvation Army.) |
| 4. Student identifies parts of washing machine and dryer. | 4. Be sure students can name the major parts of each machine. The important washer parts are cycle control, on/off control, water temperature switch, load size switch, agitator, & clothes basket.<br><br>The important parts of a dryer are the timer, on/off control, lint trap, and drum. (OH) |
| 5. Student demonstrates proper routine to wash clothes using a washing machine. | 5. Discuss the procedure to follow when washing: 1) select proper water temperature and wash cycle; 2) put in correct type and amount of detergent; 3) put clothes into machine; 4) operate machine; 5) remove clean clothes from machine. |
| 6. Student demonstrates the proper method to dry clothing. | 6. Have students remove lint trap, clean it, and replace it. Then, place clothes in the drum, select drying time and turn machine on. Also discuss line drying clothing. |

| | |
|---|---|
| 7. Student determines when the drying cycle is to be completed. | 7. Have students check the clock when selecting drying time and state time cycle will be completed. |
| 8. Student identifies items needing to be dry cleaned. | 8. Have items in class mixed with other laundry items; after students choose the correct items, discuss the procedures and costs of dry cleaning. |

Note: A sample Laundry Quiz can be found in Appendix 5, page 112.

**B. Clothing Maintenance**

| Objectives | Teaching Activities |
|---|---|
| 1. Student properly folds clothes. | 1. & 2 Students will state which articles are to be folded and which are to go on hangers. Teacher demonstrates proper folding techniques. Have students practice. |
| 2. Student states proper storage methods. | |
| 3. Student will state whether article needs ironing or repair. | 3. Teacher shows students how to determine if an item needs ironing. Discuss how certain materials are "apt" to wrinkle more, and how to look for this when purchasing clothes. While folding and hanging, students will check all articles. (VI) |
| 4. Student properly uses iron. | 4. Be sure students check the tags on items to be ironed, select appropriate setting, properly pour water into iron, and set up an ironing board. To practice ironing, the iron can be used unplugged or in the off position. (OH)(VI) |
| 5. Student demonstrates safe, proper use of needle and thread. | 5. Teacher demonstrates using a needle and thread to sew buttons, darn socks and repair minor tears or loose hems. Students practice. |
| 6. Student demonstrates safe, proper use of sewing machine. | 6. Teacher demonstrates and assists students in using the sewing machine. Have students hem pants or adapt clothing |
| 7. Student cleans and polishes shoes and boots. | |
| 8. Student cleans purse and/or wallet. | |

## C. Clothing Use

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies clothes worn during different seasons. | 1. Using clothes collected for washing or pictures taken from catalogues of large department stores, students can put together outfits for different seasons and indoor/outdoor affairs. |
| 2. Student identifies clothing consideration based upon occupation. | 2. Students complete worksheet Clothing Consideration: Occupational/ Professional (Clothing: Age Cycles and Choices) found in Appendix 6, page 113. |
| 3. Student demonstrates use of assorted types of fasteners. | 3. Again use clothes gathered. Allow students to practice with the different types of snaps, buttons, zippers, etc. (OH) |
| 4. Student measures himself/ herself for clothing sizes. | 4. Using different charts for males and females, discuss the different measurements and sizes of garments for both groups. Measurements for females include bust, waist, hip, inseam, and shoe size. Measurements for males include chest, neck, sleeve length, waist, inseam, and shoe size. A sample form for the students to fill out can be found in Appendix 7, page 114. |
| 5. Student demonstrates good dress habits. | 5. Allow students to outline their wardrobes listing various garments that they have and wear. The worksheet Planning A Wardrobe (Clothing: Age Cycles and Choices) in Appendix 8, page 115, helps the students plan their wardrobes. |
| 6. Student differentiates between fashion fads and basics. | 6. Have students identify clothes that are fashionable today that they don't remember from 2-5 years ago. What was fashionable both then and now? Many department stores save old catalogues which can be compared. |

Note: A sample quiz can be found in Appendix 9, page 116.

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

assortment of clothes
washing machine
dryer
iron
ironing board
detergent
bleach
spray starch
fabric softener (liquid for washer)
fabric softener (for dryer)
water
rags
shoe polish
mild soap/saddle soap
dresser
closet
hangers
pins
buttons
needle
thread
sewing machine
tape measure
clock
clothing catalogs/magazines
shoes/boots
polish application brush

**RESOURCES:**

Adaptive Apparel, Inc., P.O. Box 3497, Lawrence, Kansas, 66044. (OH)

Clothing: Age Cycles & Choices, Milliken Publishing Co., 1980.

Fashion Able, Box S, Ricky Hill, New Jersey, 08553. (OH)

Goldsworthy, Maureen, Clothes for Disabled People, London, B.T. Batsford Ltd., 1981. (OH)

Hale, Glorya, The Source Book for the Disabled, The Saunders Press, Philadelphia, 1979. (OH)

Kernaleguen, Anne, Clothing Designs for the Handicapped, Edmonton, Alberta, Canada, The University of Alberta Press, 1978. (OH)

Shopping Know-How, Milliken Publishing Co., 1980.

Also: Department Stores
Sewing Stores

## ADAPTATIONS SECTION

### ORTHOPEDICALLY HANDICAPPED

#### Laundry

| Objectives | Activities |
|---|---|
| 4. Student identifies parts of washing machines and dryers. | 4. Discuss with students the various types of washing and drying machines. Some are more accessible than others. (i.e. the door is on the front, not on the top, dials are at an accessible location). |

#### Clothing Maintenance

| | |
|---|---|
| 4. Student properly uses iron. | 4. Some students will not be able to mend or iron clothes even with adaptive equipment. See pp. 65-66, Appendix 2 for the use of a personal attendant. |

#### Clothing Use

| | |
|---|---|
| 3. Student demonstrates use of assorted types of fasteners. | 3. Discuss with students velcro and other adaptive materials. Bring in samples. |

#### Adaptive Equipment for Orthopedically Handicapped

Mending:

1. Embroidery Hoop - clamps on to table.
   For: individuals with one hand or limited hand function

2. Soap - stick needle in while threading.
   For: individuals with one hand or limited hand function

Dressing:

1. Reachers
   For: persons with limited range of motion

2. Button Aids - come with various shaped handles - hook to make buttoning easier.
   For: individuals with one hand or limited hand function

3. Rings - place ring in zipper tabs.
   For: limited hand function

4. Stocking Aid - to help make or mend socks.
   For: individuals with one hand, limited range of motion or limited upper extremity function

5. Shoe Horns or Long Handle - come with a variety of lengths, metal or plastic.
   For: individuals with one hand, limited range of motion or limited hand function

6. Shoe Fastener - for those who can't tie shoes.
   For: individuals with one hand or limited hand function

7. Velcro - can be used in place of buttons or zippers.
   For: individuals with one hand or limited hand function

Laundry:

1. Cart to transport soap or clothes, etc.
   For: limited endurance or limited hand function

2. Washing Machine with front load
   For: individuals in wheelchair or with limited upper extremity function

3. Dryer - front loading with door that swings sideways and will remain open.
   For: individuals in wheelchair or with limited upper extremity function

**VISUALLY IMPAIRED**

Clothing Maintenance

| Objectives | Activities |
|---|---|
| 3. Student states whether article needs ironing or repair. | 3. Have the students check clothing often - either while undressing or after washing. |
| 4. Student properly uses iron. | 4. To promote safety while using an iron, have students trail up the iron cord when reaching for the handle. |

For individuals with visual disabilities it is important to keep matched clothing together. Some tips include:

1. pin paired items together
2. hand neckties or scarves with matching shirts.

## STUDENT SKILL CHECKLIST

UNIT: CLOTHING CARE

GOAL: LAUNDRY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | lists laundry vocabulary words | defines laundry vocabulary words | sorts clothes into appropriate loads | identifies parts of washing machine | identifies parts of dryer | demonstrates routine to wash clothes | demonstrates method to dry clothing | determines time when cycles are over | identifies items needing dry cleaning | | | |
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STUDENT SKILL CHECKLIST

UNIT: CLOTHING CARE

GOAL: CLOTHING MAINTENANCE

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | folds clothes properly | states proper storage methods | states if article needs ironing | states if article needs repair | uses iron properly | demonstrates use of needle and thread | demonstrates use of sewing machine | cleans shoes and boots | polishes shoes and boots | cleans purse and/or wallet | | | |
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STUDENT SKILL CHECKLIST

UNIT: CLOTHING CARE

GOAL: CLOTHING USE

_____

_____

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies clothes for different seasons | identifies clothes for various jobs | demonstrates use of fasteners | measures self for clothing sizes | demonstrates good dress habits | differentiates between fads and basics | | | | | | | |
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## LAUNDRY VOCABULARY WORDS

INSTRUCTIONS:

Using the dictionary look up the underlined words that appear in the following sentences. Write down the definition that applies to the subject of laundry.

1. The label on the inside of a garment tells you how to care for it.
2. Washable clothing is sorted into piles of white only, lightly colored, and darkly colored.
3. Separate heavily soiled clothes from other garments before washing for pre-soaking.
4. Permanent press clothes do not wrinkle if laundered properly.
5. The average wash cycle is twelve (12) minutes long.
6. It is important to measure detergent correctly before adding it to the wash.
7. The job of the agitator is to agitate the clothes to help them become clean.
8. The first step before loading the clothes into the dryer is to clean the lint trap.
9. Before turning the dryer on set the temperature control at the proper setting for your load.
10. Some clothes cannot be washed; therefore dry cleaning is recommended.

## LAUNDRY QUIZ

1. Name two ways of cleaning clothes:

   a. _____

   b. _____

2. When sorting clothes before washing, name two categories discussed in class that you might sort them into:

   a. _____

   b. _____

3. Name two items that you can wash besides clothing:

   a. _____

   b. _____

4. Name two steps in washing clothes:

   a. _____

   b. _____

5. State how to check for the washability of a garment:

   _____

6. What is the average length of time for a wash cycle on a washing cycle?

   _____

NAME _____ DATE _____

## CLOTHING CONSIDERATIONS: OCCUPATIONAL / PROFESSIONAL

Survey the community in which you live. List some common occupations and professions under the two categories, service and industry. Beside each occupation/profession, list the particular clothing needs.

### SERVICE

| Occupation/ Profession | Clothing needs |
|---|---|
| 1. _____ | _____ |
| | _____ |
| | _____ |
| 2. _____ | _____ |
| | _____ |
| | _____ |
| 3. _____ | _____ |
| | _____ |
| | _____ |

### INDUSTRY

| Occupation/ Profession | Clothing needs |
|---|---|
| 1. _____ | _____ |
| | _____ |
| | _____ |
| 2. _____ | _____ |
| | _____ |
| | _____ |
| 3. _____ | _____ |
| | _____ |
| | _____ |

Circle the items you listed above which are related to safety or functionality. What other factors determine clothing that is appropriate for a given job?

_____

_____

_____

* This worksheet has been adapted and reprinted from Clothing: Age Cycles and Choices with the permission of Milliken Publishing Co., St Louis, Mo.

NAME _____ DATE _____

MY MEASUREMENTS

| | |
|---|---|
| BUST | |
| WAIST | |
| HIP | |
| INSEAM | |
| SHOE SIZE | |
| | |
| | |
| | |

NAME _____ DATE _____

MY MEASUREMENTS

| | |
|---|---|
| CHEST | |
| NECK | |
| SLEEVE LENGTH | |
| WAIST | |
| INSEAM | |
| SHOE SIZE | |
| | |
| | |
| | |

## PLANNING A WARDROBE

Inventory your present wardrobe. List the clothing you have under the following categories:

BLOUSES/SHIRTS SLACKS SKIRTS DRESSES

SWEATERS UNDERWEAR/HOSIERY/NIGHTWEAR COATS

SHOES/BOOTS ACCESSORIES

Are there any items on your list that are fashion fads which you now feel were a waste of money? If so, list them. _____

_____

Are there any items that are perfectly good, but not used because you have nothing to go with them? If so, list them _____

_____

_____

Are there any clothing items needed to complete your wardrobe? If so, list them. Beside each item, estimate the cost and where you will shop for the item. What is the approximate total cost? _____

_____

_____

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NAME _____ DATE _____

## TEST YOURSELF : CLOTHING CHOICES IN LIFE

TRUE OR FALSE ?

1. T F Some functions of clothing are practical; others are psychological.

2. T F Conformity and prestige are important clothing considerations for everybody.

3. T F Age, attitude, needs and wants, values, and surroundings help determine our clothing choices.

4. T F Snaps are safer than buttons for fastenings on infants' clothing.

5. T F Children are likely to feel the need for conformity in clothing when starting school for the first time.

6. T F Teenagers spend more money on clothing than any other age group.

7. T F Proffessional men are more readily accepted by peers when they wear bright-colored shirts

8. T F Studies show that a person's self-confidence is increased when he/she is appropriately dressed for an occasion.

9. T F Any item of clothing which costs more than $3.00 is required to carry a label with care instructions.

10. T F The only thing a person needs to do to look well-groomed is to dress in the latest fashion.

* This worksheet has been adapted and reprinted from Clothing: Age Cycles and Choices with the permission of Milliken Publishing Co., St. Louis, Mo.

UNIT V: COOKING

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, page 122-123.)

**A. Kitchen Safety**

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies equipment to be used in emergency situations. | 1. Demonstration of equipment (i.e. fire extinguisher, fire blanket). |
| 2. Student locates emergency equipment. | 2. Given an emergency situation, students will role play safety measures (i.e. fire, boiling water, spills, cuts, burns, etc.). Alternative Activity: Students report on location of emergency equipment in their own homes. |
| 3. Student demonstrates safe kitchen practices on the range. | 3. Discuss other safety precautions (i.e. pot and pan handles, use of pot holders, range burners on and off). (VI) |
| 4. Student states proper action for spills or broken glass on floors and counters. | |
| 5. Student demonstrates proper handling care and storage for knives and electric equipment | 5. Discuss safely handling knives. (VI) |
| 6. Student demonstrates knowledge of kitchen utensils and organization. | 6. Have students fill in kitchen map with names of items. Sample map is provided as Appendix 4, page 133. Have a scavenger hunt to help students locate kitchen utensils. When utensil is found, have students explain its use. (VI) |

**B. Pre-cooking**

| | |
|---|---|
| 1. Student correctly identifies all measuring utensils. | 1. Have students retrieve equipment, name it, and state its different uses. |
| 2. Student measures correctly. | 2. Practice measuring liquids (use water) and solids (use rice). (VI) |
| 3. Student defines common cooking terms. | 3. A worksheet can be developed to match name and function of cooking terms. Use bake, boil, chop, mix, stir, fry, slice, dice, etc. |

## C. Nutrition

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies basic four food groups. | 1. Using pictures from magazines, students can make collages of food groups. |
| 2. Student identifies foods belonging to each of the groups. | 2. Discuss foods in the basic four food groups. See Appendix 5, page 134, for the Busy Day Balanced Diet reference sheet (National Dairy Council, 1969). |
| 3. Student discusses health as it relates to foods we eat. | 3. Include information about vitamins, minerals, and nutrients found in foods. |
| 4. Student identifies own eating habits. | 4. Have students keep a 3 day diary of foods eaten. Have students examine foods' nutritional value. |
| 5. Student identifies need for special diet or healthy diet for weight control purposes. | 5. Film on Nutrition available from Home Economics department or local library. After viewing film, caluculate dietary needs for self or family. Give examples of specific diets people might follow (i.e. diabetic, overweight, low salt, low sugar, hypoglycemia). Use a food ad from daily newspaper to complete "Fill in Blanks" Basic Four Worksheet. See Appendix 6, page 135. Use Nutritious Meals Chart to complete Menu Planning Worksheet. See Appendix 7, pp. 136-137.<br><br>Have student plan menu for a day or a week. Shop for required items. Prepare planned menu. |

## D. Preparing Foods

| Objectives | Teaching Activities |
|---|---|
| 1. Student prepares a variety of foods. | 1. Basic instructions and sample recipes can be found in Appendix 8, pp. 138-140. |
| 2. Student prepares food which require mixing. | 2. Make pudding, juices, cakes, mashed potatoes, and quick breads to show various ways to mix. |
| 3. Student prepares foods which requires no mixing. | 3. Salads create a great variety of tasks (chopping slicing, and tearing). Simple sandwiches are also good choices. |
| 4. Student prepares foods using top of range. | 4. **Boiling:** Demonstrate preparing foods using each food group and every meal (i.e. tea, coffee, hot chocolate, jello, corn on the cob, oatmeal, spaghetti, eggs, hot dogs, etc.). (VI)<br><br>**Simmering:** Make soup or pudding, use convenience packages, soup starter, macaroni and cheese, instant oats, etc.<br><br>**Frying:** Demonstrate preparing foods using each food group and every meal (i.e. hamburgers, eggs, potatoes, breads). (VI)<br><br>**Poaching/Steaming:** Show method using vegetables, meats, fish, breads, etc. |
| 5. Student prepares foods using the oven. | 5. **Bake:** Make foods from each group. Heat-n-serve rolls, bread, fish, casseroles, chicken, cake, potatoes, quiche, etc. |
| 6. Student prepares foods using the broiler. | 6. Open face cheese sandwiches, hamburgers, bacon, etc. |

Note: An outline of the skills for food preparation can be found in Appendix 9, page 141.

## E. Storing & Serving Foods

| Objectives | Teaching Activities |
|---|---|
| 1. Student indicates proper storage for different foods. | 1. Discuss storage of various foods (i.e. bread, meats, vegetables). Also use fresh, frozen and canned goods. Students state four choices of storing foods (cupboard, refrigerator, freezer and countertop). |
| 2. Student demonstrates proper storage of foods; use of wraps (saran and tin foil), plastic containers, original store packaging. | 2. Bring items for first cooking lesson and have students store them. |
| 3. Student identifies a table set properly. | 3. Have available either in drawings or in reality a table set properly and one set improperly. Discuss with students what makes a table "properly" set. |
| 4. Student sets table properly. | 4. Have students practice setting table. (OH) |
| 5. Student serves food. | 5. Students put prepared foods into serving dishes. Serving dishes are then placed on the table with serving utensils. (VI) |
| 6. Student clears table after eating. | 6. Have students practice clearing table and scraping dishes before washing. (OH) |

## F. Kitchen Cleaning

| | |
|---|---|
| 1. Student washes dishes, pots, pans, and utensils. | 1. Use hot water and a small amount of soap. Discuss safety of knives in dish water. (VI) |
| 2. Student demonstrates or identifies proper use of dishwater | |
| 3. Student disposes of refuse. | 3. Demonstrate proper use of garbage disposal or other forms of trash disposal. |
| 4. Student stores dishes, utensils, and equipment. | |
| 5. Student wipes table, counter, and appliances. | |

| Objectives | Teaching Activities |
| --- | --- |
| 6. Student wipes sink after disposing of dish water. | |
| 7. Student cleans floor and dispose of dirt. | |
| 8. Student follows through with job duties designated. | 8. A sample Job Sheet can be found in Appendix 10, page 142. |

Note: A sample final exam can be found in Appendix 11, pp. 143,144, & 145.

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

matches
fire extinguisher
fire blanket
first aid kit
water
range
pots - small, medium & large
frying pans - small, medium & large
sauce pans - small, medium & large
flatware -service for 8
napkins/paper towels
cookbooks
recipe cards
magazines
nutrition film
film projector & screen
cupboards
newspaper food ads
foods for selected lessons
mixer
toaster
plastic wrap/foil/wax paper
plastic bags (various sizes)
air tight plastic containers
cups and saucers
vegetable brush
dry measuring cups (glass, metal & plastic)
liquid measuring cups (glass, metal & plastic)
dishes - service for 8
bowls
glasses - various sizes and styles
dish towels and dish rags
bar soap and dishwasher soap
dishwashing liquid
dish drainer and tray
scouring pads
broom/dust pan
garbage can/bags
knives - various types & sizes
cookie sheets
pans ( muffin, pizza, cake, pie)
tea kettle
egg beater
cutting board
pitchers
vegetable peeler
blender
can opener
bottle opener
coffee maker
serving utensils
colander
whisk
grater
measuring spoons

**RESOURCES:**

Balanced Meals, Flannel Board Set, Instructo/McGraw-Hill.

Busy Day Balanced Diet, The National Dairy Council, Rosemont, IL, 1969. *

Dewey, Margaret, Teaching Home Economics to Special Students, J. Weston Walch, Maine, 1976.

The Diabetics Complete Cookbook, American Diabetes Assoc., Akron Area Affiliate, Inc., 1983.

Hale, Glorya, The Source Book for the Disabled, The Saunder Press, Philadelphia, 1979. (OH)

Nutrition, Flannel Board Set, Instructo/McGraw-Hill. *

A Picture Cook Book of Food preparation for Mentally Handicapped Adults, Magic Valley Rehabilitation Services, Inc. Idaho, 1977.

Redmond, Rose, 101 Picture Recipes, Association for Retarded Citizens, Michigan, 1983.

Shopping Know-How, Milliken Publishing Co., 1980. *

Utrup, Robert G., A Comprehensive Foods Workbook for the Blind, American Printing House for the Blind, P.O. Box 6085, Louisville, Kentucky, 40206. (VI)

Widerberg, Lloyd C. & Kaarela, Ruth, Techniques for Eating: A Guide for Blind Persons, Western Michigan University, Kalamazoo, Michigan, 1981. (VI)

* Resources that are especially recommended.

## ADAPTATIONS SECTION

### ORTHOPEDICALLY HANDICAPPED

In some cases, students can cook and shop on their own with the aid of adaptive equipment. If possible, an occupational therapist can work with students to determine their abilities. Other students will still be unable to perform these tasks. For these students, refer to the adaptation section for personal hygiene.

#### Storing and Serving Foods

| Objectives | Activities |
|---|---|
| 4. Student sets table properly. | 4. Have students identify a properly set table. |
| 6. Student clears table after eating | 6. Students direct another in clearing the table and washing the dishes. Can explain to someone where the dishes go. |

#### Adaptive Equipment for the Orthopedically Handicapped

1. Lab tray - used to transport hot or cold items.
   For: persons in wheelchair

2. Utility Care - to transport items.
   For: weakness in the legs, limited functioning of the upper extremity or poor balance

3. Apron Ring - ring is thread through piece of material with hem open on each end - for those unable to tie apron.
   For: individuals with one hand or limited hand function

4. Jar Opener
   For: individuals with one hand or upper extremity weakness

5. Can Opener - electric
   For: individuals with one hand or upper extremity weakness

6. Tab Grabber - opens pop cans.
   For: individuals with limited hand function

7. Pan or Pot Holder - stabilizes pot or pan for stirring
   For: individuals with one hand or limited hand function

8. Cutting Board - used to peel and/or cut vegetables, fruit, etc. It has two nails to stabilize item and a cover bracket to hold bread for buttering or cutting.
   For: individuals with one hand or limited upper extremity function

9. Mirror - for over stove to see into pots.
   For: individuals using a wheelchair

10. Peelers - with larger handle than most.
   For: individuals with limited hand function

11. Grater -
   For: individuals with one hand or weak upper extremity function

12. Mixing bowl with handle -
   For: individuals with limited hand function

13. Metal Reachers - to remove something from oven or place something in oven.
   For: individuals using a wheelchair or with limited range of motion

14. Wooden Reachers - to reach into cupboards, shelves and to pick up items off the floor.
   For: individuals in wheelchair or with limited range of motion

15. Knob Turners - makes it easier to turn knobs.
   For: individuals with decreased hand function

16. Food Chopper - with a spring action palm press.
   For: individuals with one hand or limited hand function

17. Vegetable Strainer - for boiled vegetables or frying foods.
   For: individuals with one hand or limited upper extremity function

18. Milk Carton Holder - the carton fits into it and provides a handle to hold onto.
   For: individuals with one hand or limited upper extremity function

19. Non-Slip Dycem - used to hold plate, bowl, etc. Comes in various sizes and shapes.
   For: individuals with one hand or limited upper extremity function

20. Door Knob Helper - gives leverage to knob.
   For: individuals with limited upper extremity function

**VISUALLY IMPAIRED**

Kitchen Safety

| Objectives | Activities |
|---|---|
| 3. Student demonstrates safe kitchen practices on the range. | 3. A safety procedure for students with visual disabilities is wearing oven mitts to the elbow. |
| 5. Student demonstrates proper handling care and storage for knives and electrical equipment. | 5. Keep knives in a holder. Keep them out of wash water. |
| 6. Student demonstrates knowledge of kitchen utensils and organization. | 6. Make sure that all items are labeled and well organized. |

Pre-Cooking

| Objectives | Activities |
| --- | --- |
| 2. Student measures correctly | 2. Use metal measuring spoons and cups, bend the handles upward and dip the ingredients out of wide-mouth containers. Pour over another container to catch spills. |
| **Preparing Foods** | |
| 4. Student prepares foods using top of range. | 4. Use a colander to drain boiled foods. Use tongs for items in the oven. Remove fat with a baster. |
| **Storing & Serving Foods** | |
| 5. Student serves food. | 5. Pass serving dishes around rather than placing them in the center of the table. |
| **Kitchen Cleaning** | |
| 1. Student washes dishes, pots, pans and utensils. | 1. When washing knives, set them aside, wash separately one knife at a time, dry each and store. |

Adaptive Equipment for the Visually Impaired

1. Asbestos Oven Mitts
2. Large Print Timer
3. Raised Dot Timer
4. Double Spatula for easy flipping
5. Various Size Funnels

## STUDENT SKILL CHECKLIST

UNIT: COOKING

GOAL: KITCHEN SAFETY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies equipment for emergencies | locates emergency equipment | demonstrates safe practices on range | states action for spills | states action for broken glass | demonstrates proper care of knives | demonstrates proper care of electric equipment | demonstrates knowledge of utensils | demonstrates knowledge of organization | | | | |
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STUDENT SKILL CHECKLIST

UNIT: COOKING

GOAL: PRE-COOKING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies all measuring utensils | measures correctly | defines common cooking terms | | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: COOKING

GOAL: NUTRITION

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies basic four food groups | identifies foods of each group | discusses health and foods relation | identifies personal eating habits | identifies need for special diet | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: COOKING

GOAL: PREPARING FOODS

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | prepares a variety of foods | prepares foods which require mixing | prepares foods which require no mixing | prepares foods using top of range | prepares foods using the oven | prepares foods using the broiler | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: COOKING

GOAL: STORING AND SERVING FOODS

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | indicates storage for different foods | demonstrates storage of foods | identifies a table set properly | sets table properly | serves food | clears table after eating | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: COOKING

GOAL: KITCHEN CLEANING

_____

_____

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | washes dishes, pots, pans, and utensils | identifies proper use of dishwasher | demonstrates use of dishwasher | disposes of refuse | stores dishes, utensils and equipment | wipes table, counter, and appliances | wipes out sink after disposing dish water | cleans floor | disposes of dirt | follows through with job duties | | |
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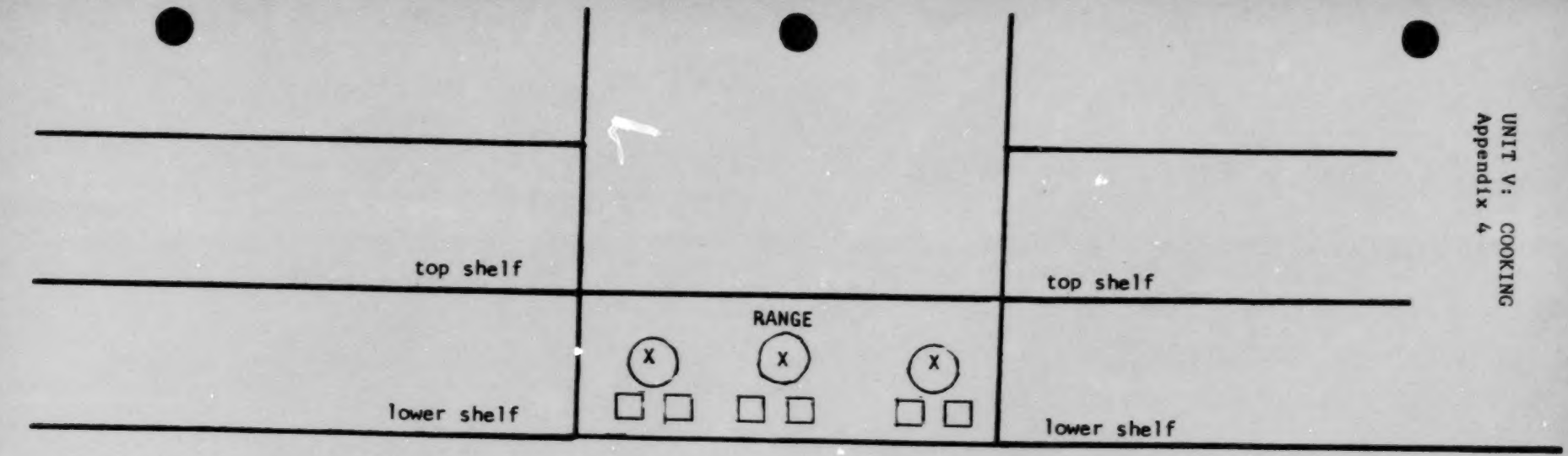
top shelf
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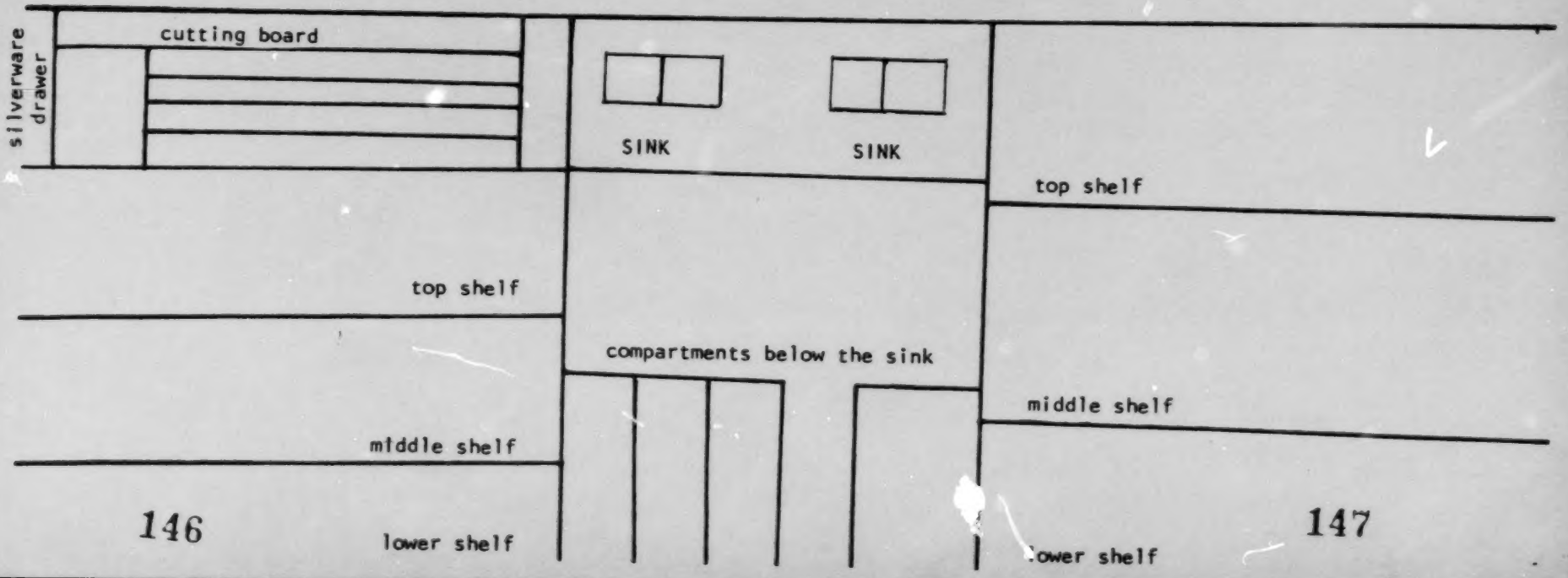
lower shelf




silverware drawer
cutting board
SINK
SINK
top shelf
top shelf
compartments below the sink
middle shelf
middle shelf
lower shelf
lower shelf

146

147

# BUSY DAY BALANCED DIET

**Hurried snacks can cause problems, especially chancy snacks like candy or cookies that bring quick relief from hunger pangs but don't contribute much nutrition. Carefully chosen snacks can provide real food value if they contain some of the essential protein, minerals, and vitamins you need each day. If you are a busy snacker, chances are some of your snacks need upgrading into an essential part of your diet. It all depends on the chance you take–or the choice you make.**

Score with
**nutrient-plus** snacks from the big four–milk, meat, fruit and vegetables, bread and cereal. Here are the amounts you should have every day:

**milk** 4 or more glasses – teenagers
2 or more – adults
3 or more – expectant and nursing mothers

Cheese, cottage cheese, ice cream and other snacks containing dairy foods also count here.

**meat** 2 or more servings

Include fish, eggs, cheese, dry beans (for example baked beans) and dry peas, nuts, peanut butter.

**fruit and vegetables** 4 or more servings

Make one choise citrus fruit or juice, melon, strawberries, tomato or tomato juice, and enjoy dark green or orange vegetables or orange fruit several times a week.

**bread and cereal** 4 or more servings

Make sure bread, rolls, and ready–to–eat cereals are enriched or whole grain. Spaghetti, cornbread, rice, and tortillas are all part of this group.

Watch for
**look–your–best** snacks that promote top health. Good nutrition needs to be a part of a regular pattern: the foods you eat, the sleep you get, and the exercise you take work together to keep you at your best. If you feel good, it reflects in your looks and performance. Weight watching? Look for snacks that are nutrient–plus, calorie–minus. As a guideline, snacks that are dry, open–textured, or water–crisp tent to have fewer calories than those which are rich, close–textured, or greasy–crisp.

Bite into
**low–sugar** snacks like fresh fruits, salads, raw vegetables, nuts, popcorn, cheese, hard–cooked eggs, and whole wheat bread. To prevent dental decay and gum disease, bacterial plaque should be removed from tooth surfaces a minimum of once a day. To do this thoroughly, use of dental floss and a toothbrush are necessary. Children and decay–prone adults should regularly use a flouridated toothpaste in addition to drinking fluoridated water. The intake of sweets, particularly sweet snacks, should be limited. Choose low–sugar snacks instead.

Go for
**go–go** snacks to give you the energy you need for your busy day. Energy rating of foods is measured in calories–just as the size of your waist is measured in inches. All foods have a calorie value, but it's important to consider the total food value and not just calories. Choose your calories by the company they keep, whether you are trying to lose weight, gain weight or stay as you are. Find out what calorie count is best for you, and stick to it. Calories you don't burn up, pile up–on you!

**Whether you are an occasional snacker or a frequent nibbler, remember you can make every morsel count toward a balanced diet.**

**your snacks: chance or choice?**

* This information sheet has been reprinted with permission from Joyce R. Wincovitch, Courtesy of the National Dairy Council.

"FILL IN THE BLANKS"

THE BASIC 4

| BREADS AND CEREALS | MILK AND DAIRY PRODUCTS |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

| MEAT, FISH, POULTRY & EGGS | VEGETABLES AND FRUITS |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

# DAILY BALANCED DIET

**BREAKFAST**

Fruit, 1 serving

Choice of:
- Egg, 1 or
- Cheese, 1 serving or
- Cereal w/milk 1 serving or
- Fish, 1 small serving or
- Poultry, 1 small serving or
- Meat, 1 small serving

Bread, 1 serving

Beverage, if desired

**LUNCH**

Choice of:
- Poultry, meat, or fish, 1 medium serving or
- Eggs, 2 or
- Cheese, 2 servings or
- Legumes, 1 serving

Vegetables

Bread, 2 servings

Beverage, if desired

**DINNER**

Choice of:
- Poultry, meat, or fish, 1 large serving
- Legumes, 1 large serving

Vegetables

Bread, 1 serving

Beverage, if desired

**DAILY**

Milk, 3-4 servings anytime

Fruits, 3-5 servings
(1 at morning meal)

Fats, 3 servings
( at mealtime)

**MENU-PLANNING**

INSTRUCTIONS: Using the lists from "Fill in the Blanks" The Basic 4 and the chart from Daily Balanced Diet, plan a menu for one day, and write it below.

BREAKFAST:

LUNCH:

SUPPER:

SNACKS:

## APPLE SAUCE

UTENSILS AND APPLIANCES:
- VEGETABLE PEELER
- PARING KNIFE
- SAUCEPAN
- RANGE
- 1 CUP LIQUID MEASURE
- STIRRING SPOON
- VEGETABLE BRUSH

INGREDIENTS:
- 1 POUND APPLES
- 1/3 CUP WATER
- BROWN SUGAR
- SUGAR SUBSTITUTE
- CINNAMON
- WATER

1. USING VEGETABLE BRUSH SCRUB APPLES WITH WATER
2. PEEL SKINS OFF APPLES
3. CUT APPLES INTO 4 PIECES
4. REMOVE THE CORES AND STEMS
5. CUT INTO SMALL CHUNKS
6. PLACE PIECES IN SAUCEPAN
7. ADD 1/3 CUP WATER
8. BRING TO SIMMER
9. STIR FREQUENTLY
10. COOK UNTIL APPLES ARE MUSHY
11. ADD BROWN SUGAR OR SUBSTITUTE

## CUP A SOUP

UTENSILS AND APPLIANCES:
- TEA KETTLE
- RANGE
- 1 CUP LIQUID MEASURE
- TEACUP
- SAUCER
- TEASPOON
- POT HOLDER

INGREDIENTS:
- 1 ENVELOPE CUP A SOUP
- RANGE

1. PUT WATER IN TEAKETTLE
2. PUT TEAKETTLE ON THE RANGE
3. TURN PROPER BURNER ON "HIGH"
4. EMPTY ENVELOPE OF SOUP INTO CUP
5. AFTER WATER BOILS TURN OFF RANGE
6. USE POT HOLDER, TO LIFT KETTLE
7. MEASURE 3/4 CUP WATER
8. ADD WATER TO SOUP IN CUP
9. STIR THOROUGHLY WITH SPOON
10. SERVE SOUP IN CUP ON SAUCER

## TUNA FISH SALAD

UTENSILS AND APPLIANCES:
- CAN OPENER
- MIXING BOWL
- TABLE SPOON
- FORK
- KNIFE
- 2 PLATES

INGREDIENTS:
- 1 CAN TUNA FISH
- 3 TBSP, MAYONNAISE
- 4 SLICES BREAD

1. OPEN CAN OF TUNA
2. PUT TUNA IN MIXING BOWL
3. ADD MAYONNAISE
4. MIX WELL WITH FORK
5. PUT 2 T OF SALAD ON BREAD SLICE
6. COVER WITH ANOTHER BREAD SLICE
7. REPEAT STEPS 5 & 6
8. PLACE SANDWICH ON PLATE
9. CUT SANDWICH IN HALF WITH KNIFE
10. SERVE

## PEANUT BUTTER & JELLY SANDWICH

UTENSILS AND APPLIANCES:
- 2 TABLE KNIVES
- 2 PLATES

INGREDIENTS:
- PEANUT BUTTER
- JELLY (ANY FLAVOR)
- BREAD

1. SCOOP PEANUT BUTTER WITH KNIFE
2. SPREAD ON L SLICE OF BREAD
3. USE OTHER KNIFE
4. SCOOP JELLY
5. SPREAD ON OTHER SLICE OF BREAD
6. PUT 2 SLICES TOGETHER
7. PLACE SANDWICH ON PLATE
8. CUT SANDWICH IN HALF WITH KNIFE
9. SERVE

## VINEGAR AND OIL DRESSING

UTENSILS AND APPLIANCES:
1 CUP LIQUID MEASURE
1 BOTTLE FOR DRESSING WITH LID

INGREDIENTS:
1/4 CUP WATER
1/2 CUP VINEGAR
1/2 CUP OIL - VEGETABLE
GARLIC POWDER
ONION SALT
PEPPER
PARSLEY

1. MEASURE WATER AND PUT IN BOTTLE
2. ADD VINEGAR TO WATER
3. ADD OIL TO VINEGAR AND WATER
4. ADD REMAINING INGREDIENTS TO TASTE
5. SHAKE WELL

## JELLO

UTENSILS AND APPLIANCES:
1 CUP LIQUID MEASURE
MIXING BOWL
TEA KETTLE
RANGE
STIRRING SPOON
REFRIGERATOR
DESSERT CUPS

INCREDIENTS:
1 SMALL BOX JELLO
2 CUP BOILING WATER
1 CUP COLD WATER

1. PUT WATER INTO TEA KETTLE
2. PLACE TEAKETTLE ON BURNER
3. TURN PROPER BURNER KNOB TO "HIGH"
4. PUT JELLO INTO MIXING BOWL
5. WHEN WATER BOILS TURN RANGE "OFF"
6. ADD 1 CUP BOILING WATER TO JELLO
7. STIR UNTIL DISSOLVED (ABOUT 2 MINUTES)
8. ADD L CUP COLD WATER
9. STIR
10. CHILL IN REFRIGERATOR UNTIL JELLED
11. SCOOP INTO DESSERT CUPS
L2. SERVE

## OUTLINE FOR EVALUATION OF FOOD PREPARTION

I. Pre-planning of Work

A. Read and study recipe. Make sure you understand each step.

B. Decide on which utensils you need for cooking and what flatware and dishes you need for serving.

C. Make sure you know how to use all the equipment needed for the recipe.

II. Work Procedure

A. Food Preparation
1. preheat oven if necessary
2. follow recipe carefully
3. assemble utensils and supplies
4. accurate measurements
5. correct mixing methods
6. correct cooking procedures
7. finished product

B. Table Setting and Serving Food

C. Table Manners

D. Clean Up

1. dish washing
2. counters - sinks - stove - table - floor
3. put equipment and supplies away in proper places
4. check to make sure you have all equipment which belongs in your unit and no extra equipment

JOB SHEET

GROUP: _____

WEEK OF: _____

| JOB | WORKERS NAME |
|---|---|
| DISHPAN OUT/AWAY | |
| SET TABLE | |
| CLEAR TABLE | |
| WIPE COUNTERS/TABLE | |
| WASH DISHES | |
| DRY DISHES | |
| PUT DISHES AWAY | |
| TOWELS TO WASHING MACHINE | |
| SWEEP FLOOR | |
| OTHER JOBS: | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

## EXAM

## COOKING

1. Name the basic four food groups.

_____ _____

_____ _____

2. List three foods from each food group.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

3. Plan a menu for one entire day.

_____

_____

_____

_____

4. Briefly describe the way to clean up a kitchen after cooking and eating a meal.

_____

_____

_____

_____

5. When setting a table, do the knife and sppon belong next to each other? _____

6. One-half (½) cup is larger than three-fourths (3/4) cup.

True or False (circle one)

7. Three (3) teaspoons equals one (1) tablespoon.

   True or False. (Circle one)

8. During a meal, if you want the salt and pepper shakers, and they are at the other end of the table, what should you do to get them? _____

9. List five actions that are allowed in a kitchen.

   _____

   _____

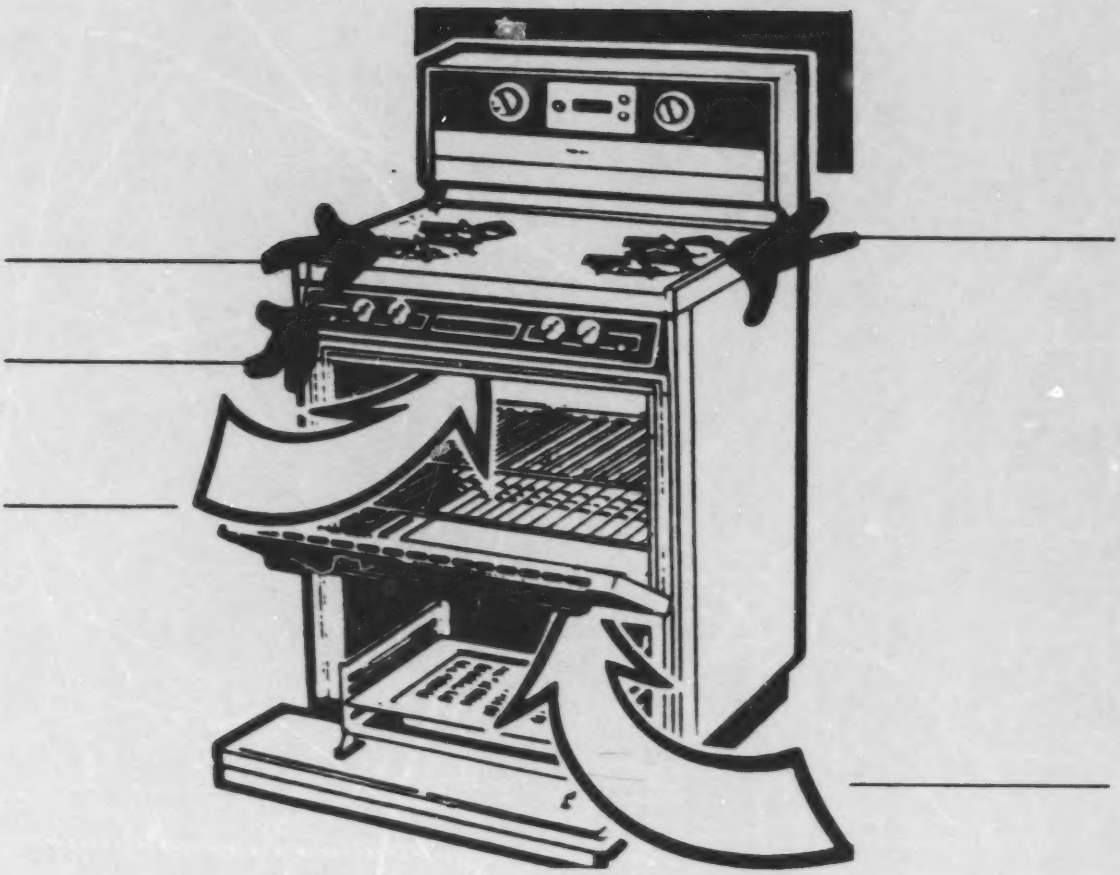
   _____

   _____

   _____

10. Please complete the next page.

Name the parts indicated by the lines and arrows.



| | | |
|---|---|---|
| BROILER | LEFT FRONT BURNER | STOVE |
| CLOCK | OVEN | TIMER |
| CONTROL KNOB | RIGHT REAR BURNER | |

UNIT VI: TRAVEL

## A. Preparation for Travel

(A list of materials needed and resources recommended for this unit can be found in Appendix 1, page 149.)

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies basic travel signs. | 1. Each student creates one travel sign which the teacher can later use as flashcards. After this initial introduction, students walk around the school's neighborhood identifying signs in the area. |
| 2. Student follows through with simple directions. | 2. Teacher gives students simple directions (i.e. stand, face front, turn right, walk forward, etc.). |
| 3. Student reads a simple map to locate room numbers, houses and streets. | 3. Teacher uses maps with progressive difficulty, (i.e. beginning with map of room, then school, then neighborhood and finally community.) Students must use maps to find certain objects. A scavenger hunt is a good activity. (VI) |
| 4. Student creates a simple map showing the best route from "A" to "B". | 4. Let students practice with mazes. Then have students develop their own simple maze. |
| 5. Student asks for directions to locate a specific place. | 5. Role play asking for directions. Who would you ask? Would you write it down? |
| 6. Student identifies and locates transportation available in the community. | 6. Teacher has the students compile a list with either pictures or words of the transportation sources in their community. If pertinent, this will include a list of transportation sources for the disabled. Make sure to include phone numbers or addresses to locate these sources. |

## B. [illegible]y

| | |
|---|---|
| 1. Student identifies reasons for common traffic and safety rules and practices. | 1. Students discuss hypothetical situations of a community without traffic or safety rules and then relate traffic and safety rules in the community to various rules and procedures in the classroom. |
| 2. Student demonstrates safe passenger behavior. | 2. Simulate being a passenger in a bus or car. (VI) |
| 3. Student differentiates between acceptable and unacceptable advances by a stranger. | 3. Refer to Activity 15 in Unit I, Section D: Developing A Sexual Identity. |

## C. Using Transportation

| Objectives | Teaching Activities |
|---|---|
| 1. Student locates and travels to a specific destination. | 1. Create a scavenger hunt using verbal and/or written directions. (VI) |
| 2. Student locates the appropriate bus schedule. | 2. Teacher will discuss with student where to get a bus schedule. (OH) |
| 3. Student reads and uses a bus schedule. Student identifies where to get the bus, the bus number and the time the bus will pick him/her up. | 3. Going through schedules, teacher will explain how to pick a bus (or buses) that will go to a designated location. Teacher will give an assignment for small groups to use bus schedules to answer certain questions (i.e. if you lived on Street B, which bus would you take, at which of the available times, etc.). (VI) (OH) |
| 4. Student travels by bus. | 4. Student must buy a bus ticket, deposit it and take a bus ride. Alternative Activity: Simulate a bus experience where students load on bus, pay for tickets, account for change and get off at correct stop. Note: for this Activity, as well as Activities 5 & 7, students need to have some money management skills. (VI) (OH) |
| 5. Student uses a taxi giving clear, concise directions. | 5. Have students call a taxi, pay the fare and ride to their destination. Students must give the right amount of money, provide an appropriate tip and account for the change. (VI) |
| 6. Student accesses travel agents as well as acknowledge agencies that make accommodations for the disabled. | 6. Students take field trip to local travel agency, preferably one that accommodates or has special planned trips for the disabled. Alternative Activity: Have travel agent come to your classroom to do a presentation and to hand out materials. |
| 7. Student follows the procedures to use a train or airplane. | 7. Students go through ticket schedule reading, buying and boarding procedures at local train station or airport. (OH) (VI) |
| 8. Student lists various problems that may arise using public transportation and accompanying solutions. | 8. Describe various problems that might occur (i.e. bus is late, full, breaks down). Provide students with possible solutions. |

## D. Understanding Your Community

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies multiple communities to which he/she belongs. | 1. As a class, list the various communities (i.e. neighborhood, school, church, town or city, county) the students might belong to. Select one of these for further class activity. |
| 2. Student lists various services and stores available in their community. | 2. Teacher and students discuss and make a list of services they might need or use in their community. See Appendix 4, page 157, for a list of community services and stores. |
| 3. Student uses the local directory to identify a store or agency near them that provides a specific service or product. | 3. Students are given assignments to find specific places in the yellow pages or local directory (i.e. protective services, medical services, repairs, restaurants). (VI) |
| 4. Student visits three stores or agencies in their community. | 4. Field trip to various community stores or agencies. Students report on agency or store visited. Alternative Activity: Class can take pictures and keep photo album of their community. (VI) |
| 5. Student lists responsibilities of community members. | 5. Teacher discuss the responsibilities of belonging to a community. (i.e. paying for services through taxes, voting, community regulations). |

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

map of school or of local community
Digest of Motor Vehicle Laws
permission slips for field trips
magazines
bus schedules
telephone
telephone books (White and Yellow Pages)
poster board and an empty photo album
community guides

**RESOURCES:**

American Automobile Association, The Handicapped Driver's Mobility Guide, 1981. (OH)

Annand, Douglas, The Wheelchair Traveler, Annand Enterprises, New Hampshire, 1979. (OH)

Brolin, Donn E., Life Centered Career Education: A Competency Based Approach, The Council for Exceptional Children, 1978.

Drivers Education for the Handicapped, University of Wisconsin, Stout: Center for Safety Studies, 1980. (OH)

Garee, Betty (Ed.), Going Places In Your Own Vehicle, Accent Special Publications, Cheever Publishing, Inc., Bloomington, Illinois, 1982.

Leanza, Fran and Victor, Parent-Child Homework Program, Ohio, 1970.

Reamy, Lois, Travel Ability: A Guide for Physically Disabled Travelers in the U.S., MacMillian Publishing Co., Inc., New York, 1978. (OH)

Young, Eleanor R., Basic Skills in Following Directions, (Duplicating Masters included), (EBCO Standard Publishing, 9 Kulick Road, Fairfield, New Jersey, 17006).

Also: Local Handicapped Transportation Systems

Local Public Bus, Subway or Train Companies (their transportation schedules are a great resource to use).

The State Bureau of Motor Vehicles has a Driver's Training booklet that provides information on special services available (i.e. interpretors, braille, video).

For more basic information: State of Ohio Curriculum Guide for Moderately Mentally Retarded Learners - Available from the Ohio Department of Mental Health and Mental Retardation.

## ADAPTATIONS SECTION

### ORTHOPEDICALLY HANDICAPPED

Using Transportation

| Objectives | Activities |
|---|---|
| 2. Student locates the appropriate bus schedule | 2., 3. & 4. Have students locate and call transportation for disabled people in their community. What services will they provide and what will they not provide? Can they use this system from their home? What time are these services available? Have students call, make an appointment and practice using the special transportation system. |
| 3. Student reads and uses a bus schedule. | |
| 4. Student travels by bus. | |
| 7. Student follows the procedures to use a train or airplane. | 7. Students should find out what, if any, special accomodations they have for disabled persons (i.e. boarding first, special seating, aisle wheelchairs. |

### VISUALLY IMPAIRED

Preparation for Travel

| | |
|---|---|
| 3. Student reads a simple map to locate room numbers, houses and streets. | 3. Students should become familiar with using a Mobility Specialist. The Bureau of Services for the Visually Impaired will perform an evaluation to determine service eligibility. |

Safety

| | |
|---|---|
| 2. Student demonstrates safe passenger behavior. | 2. Familiarize students with the various types and operations of seatbelts. |

Using Transportation

| | |
|---|---|
| 1. Student locates and travels to a specific destination. | 1. & 3. Use a Mobility Specialist. |
| 3. Student reads and uses a bus schedule. | |

| Objectives | Activities |
| --- | --- |
| 4. Student travels by bus. | 4. & 5. Check with local transportation sources for information on special costs and services for the Visually Impaired. The American Foundation for the Blind offers available applications for Travel Concession Identification cards. |
| 5. Student uses a taxi, giving clear, consise directions. | |
| 7. Student follows the procedures to use a train or airplane. | |
| **Understanding Your Community** | |
| 3. Student uses the local directory to identify a store or agency near them that provides a specific service or product. | 3. Dial "0" or the Directory Assistance for Services for Special Needs. |
| 4. Student visits three stores or agencies in their community. | 4. Use a Mobility Specialist or sighted guide to familiarize students with their community. Teachers can be instructed in basic sight guide techniques. |

STUDENT SKILL CHECKLIST

UNIT: TRAVEL

GOAL: PREPARATION FOR TRAVEL

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies basic travel signs | follows through with simple directions | reads a simple map | creates a simple map | asks for directions | identifies transportation available | locates transportation available | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: TRAVEL

GOAL: SAFETY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies reasons for traffic / safety rules | demonstrates safe passenger behavior | identifies acceptable stranger's action | identifies unacceptable stranger's advances | differentiates between acceptable and unacceptable | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: TRAVEL

GOAL: USING TRANSPORTATION

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | locates specific destination | travels to destination | locates appropriate bus schedule | reads and uses bus schedule | identifies where to get the bus | identifies the bus number | identifies the time the bus arrives | travels by bus | uses a taxi | accesses a travel agent | follows procedures to use a train | follows procedures to use an airplane |
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STUDENT SKILL CHECKLIST

UNIT: TRAVEL

GOAL: USING TRANSPORTATION

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | lists possible problems of public transports | list possible solutions to problems | | | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: TRAVEL

GOAL: UNDERSTANDING YOUR COMMUNITY

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | identifies multiple communities | lists various stores and services | uses local directory to locate store/service | identifies a nearby store or service | visits three store or agencies | lists responsibilities of community members | | | | | | | |
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## COMMUNITY STORES AND SERVICES

### A. Community Services

1. Post Office
2. Bank
3. Loan Company
4. Telephone Company
5. Electric Company
6. Gas Company
7. Library
8. Laundromat
9. Dry Cleaners
10. Grocery Store
11. Late Night Convenience Store
12. Police Station
13. Fire Station
14. Church or Synagogue
15. Medical Service Agencies
16. Drug Stores
17. City Hall
18. College or University

### B. Entertainment

1. Bowling Alley
2. Health Clubs
3. Dating Service
4. Skating Rink
5. Social Group
6. Restaurants
7. Theatres
8. Recreation Services (i.e. pools, tennis courts. parks)

### C. Health Care

1. Physicians
2. Dentists
3. Mental Health Services
4. Hospitals
5. Poison Control Hotline

### D. Social Service Organizations

1. Social Security Office
2. Welfare Office
3. Child Protective Agencies
4. Family Counseling Services
5. Social Service Organizations (especially those that deal with the students' disability)

UNIT VII: MONEY MANAGEMENT

**A. Handling Money**

( A list of materials needs and resources recommended for this Unit can be found in Appendix 1, page 160.)

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies various forms of currency. * | 1. Students quiz each other with money flashcards or play money. (VI) |
| 2. Student counts money using all types of denominations.* | 2. Students play structured money games (i.e. Monopoly). Alternative Activity: Use play money and workbooks. (VI) |
| 3. Student makes correct change.* | 3. Students operate a "store" and/or "bank" to practice making correct change. (VI) |
| 4. Student reads and uses tags in common pruchasing.* | 4. Teacher brings in merchandise with labels and price tags on them. Alternative Activity: Students go on a field trip to the mall or grocery store and practice reading labels. Appendix 4, page 166, informs the consumer on the use of labels, seals, guarantees and warranties (Shopping Know-How, 1980). |
| 5. Student safely handles money. | 5. Discuss hazards and precautions in handling money (i.e. keeping money in a wallet, never carrying more than $20). (OH) |

**B. Budgeting**

| | |
|---|---|
| 1. Student compares products with regard to quality, quantity and price.* | 1. Students collect magazine and newspaper ads, can labels, and tags to make comparisons in price, quantity and quality. (See p. 166, Appendix 4.) |
| 2. Student differentiates between regular and sale items.* | 2. Students compute cost of shopping list, once using regular prices and once using sale prices, to illustrate savings obtained from use of sales. |
| 3. Student identifies and differentiates luxury and necessity purchases in the areas of food, clothing, housing and transportation.* | 3. Class makes posters on necessary and luxury items and discusses them in relation to individual life styles and economics. |

| Objectives | Teaching Activities |
|---|---|
| 4. Student constructs a household budget. * | 4. Students develop a tentative budget including all sources and household expenditures (i.e. rent, utilities, food, bills, loans). A good resource for teachers: A Financial Planner. A good resource for students: Planning for Your Own Apartment by Virginia Belina. |
| 5. Student records major income and expenses. * | 5. Students record all major income and expenditures for a week. |
| **C. Banking** | |
| 1. Student describes the mechanics of opening a checking and savings account.* | 1. Students visit a bank and go through all the mechanics of opening an account. This includes such areas as service charges, interest rates and minimum balances. Alternative Activity: Have an officer from the bank visit the classroom. (VI) (OH) |
| 2. Student writes checks, makes deposits and records checking transactions.* | 2. Students establish a "bank" in class. Class practices with mock checks, deposit slips, check registers and monthly bank statements. Many banks put out sample forms for educators to use. (VI) |
| 3. Student describes how to use credit cards. | 3. Students practice using credit in a "simulated" store. |
| 4. Student can describe advantages and disadvantages of using credit cards. | 4. Class discussion listing pros and cons on the blackboard. Class might want to have a presentation by a local consumer credit bureau found at many banks. |

* These Objectives and Activities have been reprinted in part of whole with the permission of Donn E. Brolin of the University of Missouri-Columbia, Editor of Life Centered Career Education: A Competency Based Approach. This material was published by The Council for Exceptional Children, Reston, Virginia, in 1983.

UNIT VII: MONEY MANAGEMENT
Appendix 1

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

magazines, newspapers, and shopping catalogs
money flashcards and structured money games (i.e. Monopoly)
cash register or cashbox and play money
cans & boxes (empty) to create a store atmosphere
can labels and price tags
checkbooks, checks & supplies (see nearest bank for samples) - Huntington Banks have student guides with exercises which include monthly bank statements

**RESOURCES:**

Brolin, Donn E., Life Centered Career Education: A Competency Based Approach, The Council for Exceptional Children, 1978. *

Kahn, Charles H. and Hanna, J. Bradley, The Pacemaker Practical Arithmetic Series, "Money Makes Sense", "Working Makes Sense".

Leanza, Fran and Victor, Parent-Child Homework Program, Ohio, 1970. *

McHugh, John, Test-Workbook Series, "Getting Ready to Work", "Finding A Job", "Filling Out Job Application Forms", "Interviewing for Jobs", "Starting A New Job", "Keeping and Changing Jobs", Changing Times Education Service, EMC Publishing.

* Resources that are especially recommended.

## ADAPTATIONS SECTION

### ORTHOPEDICALLY HANDICAPPED

#### Handling Money

| Objectives | Activities |
|---|---|
| 5. Student safely handles money. | 5. For students that use wheelchairs, they should keep their money in a purse or pouch safely attached to their chair or to their person. The purse of pouch should be kept within eye's view at all times. For students who require others to handle their money, they should know where in their purse or pouch the money is kept and how it is arranged. One good method is to keep all large bills in one place, small bills in another, and change in a separate compartment. |

#### Banking

| | |
|---|---|
| 1. Student describes the mechanics of opening a checking and savings account. | 1. Teacher describes some of the barriers a person in a wheelchair encounters using bank services (i.e. conversations with teller). Suggest alternatives (i.e. ask the teller to go to one of the side desks). |

### VISUALLY IMPAIRED

#### Handling Money

| | |
|---|---|
| 1. Student identifies various forms of currency.<br>2. Student counts money using all types of denominations<br>3. Student makes correct change. | 1., 2. & 3. Use vending machines to practice counting change. Students should have a method of organizing and folding bills if necessary. One method includes: The ones are unfolded; fives are folded in half - left to right; tens are folded in quarters - right to left, and stored in front of ones on the left of the billfold; twenties are folded in half lengthwise and then half widthwise and stored separately from other bills on the right. Two dollar bills are folded in thirds and stored on the right side in a separate compartment. |

Banking

Objectives

1. Student describes the mechanics of opening a checking or savings account.

2. Student writes checks, makes deposits and records checking transactions.

Activities

1. When students carry large amounts of money, they should use traveler's checks or money orders. Students can learn about this when visiting the bank.

2. For students with limited vision - dark marking pencils or markers are helpful. Large print writing on records is also important.

**RESOURCES**

1. Checkguides for filling out blank checks are available from:

   American Foundation for the Blind
   15 W. 16th Street
   New York, NY 10011

   Independent Living Aids
   II Commercial 1 Court
   Plainview, NY 11803

   Hewitt Printing Corp.
   7320 Milwaukee Avenue
   Niles, IL 60648

   SPED Publications
   2010 Eagles View
   Colorado Springs, CO 80909

   Mrs. Betty Jo Keitzer
   1129 Penninsula Drive
   Lake Wales, FL 33853

2. Raised line checkbooks are available from:

   American Printing House for the Blind
   1839 Frankfort Avenue
   Louisville, KY 72204

STUDENT SKILL CHECKLIST

UNIT: MONEY MANAGEMENT

GOAL: HANDLING MONEY

_____

_____

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Identifies currency forms | Counts money | Makes correct change | Reads and uses tags in common purchasing | Safely handles money | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: MONEY MANAGEMENT

GOAL: BUDGETING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Compares quality, quantity and price of products | Differentiates between regular and sale items | Differentiates luxery and necessity purchases | Constructs household budget | Records major income and expenses | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: MONEY MANAGEMENT

GOAL: BANKING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Describes mechanics of opening checking and savings account | Writes checks, makes deposits and records checking transactions | Describes use of credit cards | Describes advantages and disadvantages of credit cards | | | | | | | | | |
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## AN INFORMED CONSUMER EXAMINES LABELS, SEALS, GUARANTEES, AND WARRANTIES

LABELS usually provide information and/ or a description of the item. They may include the following information:

- Manufacturer's name and address
- Use and care instructions
- Performance while in use
- Composition elements of the product
- Construction of the product

SEALS are used to identify products that meet the demands of the organization which issues the seal. Seals may indicate that the item is "certified", "guaranteed", "commended", "tested", or "approved". Become familiar with the various seals by learning the following:

- What organization issues which seal?
- What kinds of tests were required?
- What were the test results?
- What does "certified" include?

GUARANTEES AND WARRANTIES are provided by manufacturers to inform the buyer of the manufacturer's responsibility should the product fail to perform properly. They should be in writing and usually specify a length of time in which the guarantee or warranty can be used. Learn more about the guarantees or warranties by considering the following:

- What is the time length of the guarantee or warranty?
- Is the whole product guaranteed or only part of it?
- Under what conditions is the guarantee or warranty good?
- What are the guarantor's responsibilities?
- Who endorses the guarantee or warranty?

* This information sheet has been adapted and reprinted from Shopping Know-How with the permission of Milliken Publishing Co., St. Louis, Mo.

UNIT VIII: LEISURE TIME ACTIVITIES

( A list of materials needs and resources recommended for this Unit can be found in Appendix 1, page 169.)

**A. Time**

| Objectives | Teaching Activities |
|---|---|
| 1. Student tells time. | 1. Teacher reinforces bell schedule by stating the time, pointing to a digital timepiece as well as the standard school clock. |
| 2. Student uses time periods responsibly. | 2. Student will set a period of time aside for a task and stop at the targeted time. Was task completed? Why or why not? |
| 3. Student keeps a calendar of day's activities. | 3. Teacher should begin doling out responsibilities to the students for their in-school time committments. Students learn to keep track of their own schedules by either cutting out pictures depicting activities or writing in activities. |
| 4. Student keeps a monthly calendar. | 4. Each student is given their own monthly calendar. Any special appointments and events are put on the calendar at the beginning of each month. Teacher reinforces calendar by asking students to read their calendars to tell him/her what is happening for that week. Then students will check the week past. Rewards can be given for following through responsibly with time committments. |

**B. Leisure Activities**

| | |
|---|---|
| 1. Student identifies leisure time activities he/she enjoys. | 1. Have each student make a collage of activities they participate in or are interested in. Students can fill in the Leisure Interest inventory found in Appendix 4, pp. 173-174. |
| 2. Student plans to learn a new skill (i.e. darts, woodworking, gardening, learning to sew, macrame, exercising twice a week) | 2. Students use goal sheet discussed in Unit I to plan on the development of a new skill. Include: where they have to go to learn skills, costs and supplies. Students must practice these skills and report back to the class in six weeks. Have student discuss these hobbies as something they can do when home alone. |

| Objectives | Teaching Activities |
| --- | --- |
| 3. Student lists various activities available at their school. | 3. Bring in school calendar, yearbook or newsletter. Call attention to special announcements. |
| 4. Student identifies sources that list ongoing activities in their community. | 4. Bring in community education bulletins, church, temple, or YMCA/YWCA bulletins. Call up community recreation offices and the library as resources. Have students identify those activities that might be of interest to them. What might be barriers to joining the group (i.e. time, committment, money, transportation, parental disapproval, student feels he/she lacks talent or skill). After each of the students identifies one of the activities of interest and decides it is feasible for them, discuss a step-by-step procedure on how to join the group or activity. (HI) |
| 5. Student organizes a single event for group to attend. | 5. Bring in local entertainment guide. Have students identify various sections (i.e. sports, movies, theatre, restaurants, museums, concerts, dances, religious or thenic sections). Class identifies activity they want to go to, how much it would cost, transportation ideas. Class makes all the arrangements and goes on the stated excursion. |

## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

clock and watches
form for day's schedule and calendar
community education bulletins
recreation bulletins
entertainment section of newspaper
magazines
equipment for hobbies

**RESOURCES:**

Access National Parks: A Guide for Handicapped Visitors, National Park Service, Washington, D.C., 1978.

Brolin, Donn E., Life Centered Career Education: A Competency Based Approach, The Council for Exceptional Children, 1978.

Leanza, Fran V. and Leanza, Victor F., Parent-Child Homework Program, Cleveland, Ohio, 1970.

The President's Council on Physical Fitness, Adult Physical Fitness: A Program for Men and Women, U.S. Government Printing Office, 1980.

Also: craft stores, adult education, YMCA/YWCA, colleges, movement centers, women centers, religious groups, churches, dance studios, ethnic clubs, 4-H Clubs, speech clubs, speciality stores, greenhouses, garden clubs, libraries, drama clubs, camera stores, camera clubs, sewing machine stores, recreation departments, Little Leagues, fraternal and civic organizations, country clubs, music shops, newspapers, scouting groups, Campfire Girls, park systems, hiking clubs, bicycling clubs, sailing clubs, school offices, Easter Seals.

School Clubs: speech club, debate team, drama club, choir, band, orchestra, chess team, school volunteers, child care, photography club, yearbook, creative writing clubs, football, basketball, wrestling, baseball, track, cheerleaders, language clubs, American Field Service.

ADAPTATIONS SECTION

**HEARING IMPAIRED**

Leisure Activities

| Objectives | Activities |
|---|---|
| 4. Student identifies sources that list ongoing activities in their community. | 4. Inform students of deaf or hard-of-hearing clubs. Call the local Speech and Hearing Center to find out club activities in your area. |

Adaptive Equipment for Orthopedically Handicapped and/or Visually Impaired

1. Card Holders -
   For: individuals with one hand or limited hand function

2. Giant Faced Cards -
   For: individuals with low vision

3. Bowling Ramp -
   For: individuals in wheelchairs, those with limited balance or limited upper extremity function

4. Handle Grip Bowling Ball -
   For: individuals with limited hand function

5. Clocks with Highly Visible Faces -
   For: individuals with low vision (Note: mounting wall clocks at eye level allows a visually impaired person to view it at a close distance)

6. Talking Clocks -
   For: individuals with low or no vision

STUDENT SKILL CHECKLIST

UNIT: LEISURE TIME

GOAL: TIME

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Tells time | Uses time periods responsibly | Keeps daily calendar | Keeps monthly calendar | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: LEISURE TIME

GOAL: LEISURE ACTIVITIES

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Identifies enjoyed leisure activities | Plans to learn new skill | Lists activities at school | Identifies sources that list ongoing community activities | Organizes group event | | | | | | | |
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NAME _____

## LEISURE INTERESTS

Use the following scale to rate each of the interest areas below:
Please choose activities that you enjoy doing in your spare time.

**GAMES & SPORTS:**

_____ 1. watch sports on T.V.
_____ 2. watch sports in stadium
_____ 3. card games
_____ 4. dominoes
_____ 5. word games (i.e. scrabble)
_____ 6. jigsaw puzzles
_____ 7. bowling
_____ 8. board games
_____ 9. swimming
_____ 10. playing ball/softball
_____ 11. playing volleyball
_____ 12. playing football
_____ 13. skating
_____ 14. playing soccer
_____ 15. playing basketball

**NATURE:**

_____ 16. camping
_____ 17. hiking through the woods/park
_____ 18. fishing
_____ 19. boating
_____ 20. going to the beach
_____ 21. going on a picnic
_____ 22. scuba diving/snorkling
_____ 23. skiing
_____ 24. sled riding

**AROUND THE HOUSE:**

_____ 25. cooking pies and/or cakes
_____ 26. cooking gourmet/specialty foods
_____ 27. indoor plants
_____ 28. outdoor gardening
_____ 29. making your own clothes
_____ 30. needlepoint
_____ 31. knitting or crocheting
_____ 32. making rugs
_____ 33. woodworking
_____ 34. macrame (knot-tying)

ART & MUSIC

_____ 35. dancing

_____ 36. watch ballet

_____ 37. watch modern dance

_____ 38. watch disco dance

_____ 39. listen to classical music

_____ 40. listen to rock and roll

_____ 41. listen to country/western

_____ 42. visit museums

_____ 43. playing an instrument

_____ 44. singing

_____ 45. attend concerts

_____ 46. sketch pictures

_____ 47. paint pictures

_____ 48. sculpture

_____ 49. make jewelry

ENTERTAINMENT

_____ 50. go to movies

_____ 51. go to plays

_____ 52. go out to eat

_____ 53. go to friends' houses

_____ 54. go to parties

_____ 55. have a party

_____ 56. attend carnivals/fairs

_____ 57. attend circus

_____ 58. go to a nightclub

HOBBIES:

_____ 59. photography

_____ 60. CB or ham radios

_____ 61. collecting

_____ 62. reading

_____ a) fiction

_____ b) non-fiction

_____ 63. _____

_____ 64. _____

_____ 65. _____

_____ 66. _____

_____ 67. _____

UNIT IX: CAREER DEVELOPMENT

( A list of materials needed and resources recommended for this unit can be found in Appendix 1, pages 184-185.)

**A. Career Planning**

| Objectives | Teaching Activities |
|---|---|
| 1. Student rates job activities as to his/her interest level. | 1. Student will complete self-evaluation worksheet. (See Appendix 3, p.192). Have students save this sheet for Activity 7. |
| 2. Student identifies five activities he or she enjoys to do in his/her spare time. | 2. Teacher will hold a class discussion on Leisure Time Activities. (See Leisure Time Activities, Appendix 4. pp. 173-174). These activities will be written on the board. Using this list, students choose five leisure activities that they enjoy participating in. |
| 3. Student identifies careers that utilize the same skills as identified leisure time activities. | 3. Teacher will utilize five of the ideas on the board to demonstrate how these leisure skills can lead to career possibilities. |
| 4. Student lists 20 different types of occupations. | 4. Teacher can utilize class discussion on occupation alternatives. Students can list occupations or they can create "career collages". The book, Occupational Handbook is an excellent resource. |
| 5. Student identifies ten occupations held by persons with disabilities. | 5. First, students will list on board occupations they think disabled people can do and those they cannot. Next, the teacher will show film, "A Different Approach". Alternative Activity: Teacher will call up local disability organization (i.e. ARC, ILC, Vocational Rehabilitation) to see if he/she can have disabled speakers who hold a variety of jobs to come and do a presentation for the class. Alternative Activity: From information gathered from organizations, teacher will discuss with students jobs held by disabled adults. After film or presentation, students will discuss discrepencies between the type of jobs they felt disabled people could hold and those they learned about from the film or presentation. |

| Objectives | Teaching Activities |
|---|---|
| 6. Student identifies employment options (i.e. sheltered workshop, working at home, working part time). | 6. Presentation by a representative from a local State Vocational Rehabilitation office. |
| 7. Student identifies five occupations of interest to him/her. | 7. Utilizing the Self-Evaluation worksheet and the occupation list, student will identify five occupations of interest to him/her. |
| 8. Student identifies skills necessary for the five careers chosen. | 8. Student will complete the Job Skills worksheet. See Appendix 4, p. 193. Discussion follows. |
| 9. Student identifies required clothing and appearance for a variety of jobs. | 9. Give each student a list of five occupations. Using magazines, have them cut out pictures of individuals who might be dressed for that occupation. Discussion follows. |
| 10. Student identifies the kind of work hours associated with a variety of jobs. | 10. Teacher discusses the type of hours that might be held by individuals holding a variety of occupations. Students discuss the pros and cons of part-time vs. full time; day shifts vs. evening shifts vs. night shifts; weekend hours vs. weekday hours. |
| 11. Student identifies income levels associated with a variety of jobs. | 11. Have students look up a variety of jobs in the Occupational Handbook (Most school libraries will carry this book.) Students can develop a chart on occupations and their potential salaries. |
| 12. Student identifies how his/her career will affect his/her lifestyle. | 12. Teacher will discuss how a person's career will affect his/her lifestyle. Teacher lists on the board how a person's lifestyle will depend on these things: 1) where an individual works, 2) when a person works, 3) what they do on the job, 4) who their co-workers are, 5) how much they are paid. Give examples of a variety of occupations (i.e. fireman, waitress, medical assistant, mailman). |
| 13. Student rates the values that are important to him/her. | 13. Students complete the "Values" worksheet (See Appendix 5, p. 194). * |

| Objectives | Teaching Activities |
|---|---|
| 14. Student identifies potential career goal. | 14. For the following six activities, follow the workbook on goal setting, Unit I, Appendix 7, pp. 29-54. |
| 15. Student identifies reasons and origin of goal (i.e. has anyone influenced his/her decision). | 15. Follow question #2 in workbook. |
| 16. Student evaluates career goal based on "The Way The World Works" (i.e. must have a college degree, must be able to drive). | 16. Follow question #3 in workbook. |
| 17. Student describes duties of occupation choice. | 17. Follow question #4 in workbook. |
| 18. Student evaluates career goal in relation to him/herself. | 18. Students should evaluate each of the duties from the above Activity. Does he/she have this skill? Is it of interest to him/her? |
| 19. Student lists steps needed to obtain employment in occupation choice. | 19. Follow question #5 in workbook. |
| 20. Student spends one half day with adult who is employed in that occupation. | 20. Utilize work/study coordinators to find an adult that holds a job similar to the student's goal and is willing to work with students. Inform students of what to expect, proper dress, questions he/she can ask worker. Group discussion after the half day experience. Alternative Activity: Student writes a report on the experience. |

**B. Preparation for Employment**

| Objectives | Teaching Activities |
|---|---|
| 1. Student differentiates between appropriate and inappropriate attire for work. | 1. Teacher discusses the appropriate clothes for a variety of jobs. Ask students if they had ever been on an interview - What did they wear? You might bring out pictures. Have the students, based on appearance alone, choose who they would hire for specific occupations. Why? |
| 2. Student demonstrates good grooming skills necessary for employment. | 2. Utilizing the grooming checklist, students rate themselves. What might they need to improve if going in to interview for a job? (See Appendix 6, p. 195). * |
| 3. Student demonstrates appropriate interviewing skills. | 3. Give each student a copy of "Questions Often Asked in An Interview". (See Appendix 7, p. 196). * |
| 4. Student properly completes application forms. | 4. Call local stores or businesses. Ask them if they can send you sample application forms. Before students fill them out, talk to them about the necessity of printing or typing clearly. Explain what is needed in the various sections. Have them complete as a homework assignment. Give comments and suggestions on the papers. Have student redo if necessary. |
| 5. Student lists ways to contact potential employers. | 5. Discuss with students the pro's and con's of the various methods of contacting potential employers (i.e. calling for an appointment, sending out a letter and/or resume, stopping by for an interview). Have a friend, relative or teacher contact the potential employer on your behalf. Alternative Activity: Have a speaker from an employment agency or vocational rehabilitation service speak to your students. |

| Objectives | Teaching Activities |
|---|---|
| 6. Student properly completes other forms associated with employment (i.e. tax or insurance forms). | 6. Ask a school administrator for sample tax forms that you can use. Explain clearly the various sections with your students. Put a sample on the overhead projector and fill it out together with the class. Each student then is assigned to fill out his/her own form. |
| 7. Student differentiates between proper and improper application letters. | 7. Discuss with students the information needed in an application letter. Ask Vocational Education coordinator for books that include this topic (utilize your local or school library as an alternative). Then give each student a proper and an improperly written letter. Have students choose which is the proper one and state reasons why. |
| 8. Student demonstrates good letter writing skills. | 8. Teacher discusses the various aspects in a letter and shows examples of business and friendship letters, pointing out the differences. Have students practice corresponding with each other or practice writing a letter of application. |
| 9. Student identifies the various sections included in a resume. | 9. Teacher shows examples of various resumes pointing out and clarifying various sections of the resume. (See Activity #11.) |
| 10. Student discusses the pro's and con's of mentioning his/her disability in a resume, interview or application. | 10. Invite one or more professionals with disabilities from the community to lead a discussion on this controversial issue. Allow and encourage student participation. |
| 11. Student develops a personal resume. | 11. Work with each student on developing his/her own personal resume. Teacher might want to create a form for students to follow. Be sure to include name, address, phone number, career goal or job desired, educational background, work or volunteer experience, specific skills pertaining to employment goal, references, personal interests. |

| Objectives | Teaching Activities |
| --- | --- |
| 12. Student lists potential methods to gain job experience (i.e. part-time work, volunteer work). | 12. Have students interview school personnel (i.e. secretary, janitor, food service personnel, teacher's aide) to determine any volunteer or work experience they might have had that could have influenced their being hired. Discuss results. |
| 13. Student identifies ten reasons people are not hired. | 13. Teacher relates to students reasons people are not hired by both discussion and by example. (See Appendix 8, p. 197, for a list of reasons people are not hired.) * |
| 14. Student lists five methods to locate employment. | 14. Discuss with students the various places to look for employment (i.e. 1) personal contacts - friends, neighbors, teachers, 2) advertisements - newspapers, trade journals, 3) placement agencies - school, government, community churches). |
| 15. Student searches for, reads and can explain job advertisements. | 15. Have students bring in local newspapers. Demonstrate to students how to find the Help Wanted section. Explain any abbreviations used. Give each student an assignment to find two advertisements for an occupation. Students must find and explain the advertisements he locates. |

C. Working

| Objectives | Teaching Activities |
|---|---|
| 1. Student identifies behaviors that influence working relationships with others. | 1. Teacher demonstrates behaviors that influence people's working relationships (i.e friendliness, fairness, cooperation, dependability, enthusiasm, self-respect, respect for others, loyalty, stability, understanding, empathy and sense of humor). Class discussion on reasons a person with these skills is easy to work with. Discussion and clarification on how to avoid problems with others (i.e. admit mistakes, be punctual, do your share, learn to work with others, learn to give clear directions, avoid practical jokers, avoid arguments, avoid gossip, avoid making people worry, avoid being nosy, respect company property, control your emotions, learn how to compromise). |
| 2. Student acts appropriately in a work-type setting. | 2. Divide students into teams of 4 or 5 students. Assign each group a project to do in class for one week. During the hour of project time have students be aware of their own behaviors relating to others. Keep a record of the positive and negative aspects of each student. |
| 3. Student differentiates between a positive and a negative work attitude. | 3. Teacher either lists on the board or makes a poster on the differences between a good attitude and a bad attitude (See Appendix 9, p. 198). * Teacher points out each component and explains how it could influence other people's perceptions of him/her and his/her work. |
| 4. Student identifies the skills employers look for in assessing employees. | 4. Discussion on the importance of pleasing supervisors/employers. Teacher should give examples (i.e. teacher - principal, policeman - police chief). Teacher then discusses or demonstrates traits that most employers look for in their workers (i.e. ability to understand and follow directions, cooperation, dependability , initiative, eagerness to learn, enthusiasm, loyalty, honesty, ability to accept criticism). Teacher points out these traits during class. |

| Objectives | Teaching Activities |
|---|---|
| 5. Student demonstrates skills in following directions. | 5. Give students the "five-minute" timed test on following directions (See Appendix 10, p. 199). * Ask students when they finish how they knew only to complete numbers 1 and 2 or if they understand what they did wrong. Discussion should follow on the importance of following directions. Follow-Up: When student follows or does not follow directions in a class assignment, point that out to him/her. |
| 6. Student identifies his/her rights as an employee.<br>7. Student identifies the responsibilities of employment.<br>8. Student lists the procedures for employment grievances. | 6., 7. & 8. Bring in a speaker from an employment agency, vocation rehabilitation, industry or use a school counselor, work/study coordinator or vocational coordinators to discuss employee responsibilities, employee rights and employment grievances. Give students sample situations. Whose responsibility is this situation? What can or should you do? |
| 9. Student identifies the costs of employment (i.e. taxes, social security, transportation parking, union benefits, time). | 9. Give students a mock paycheck. Point out to students money taken out for taxes, social security and possible union costs. Then show how the rest of the paycheck might be spent in transportation to and from work, rent, utilities, food, medical bills, etc. |
| 10. Student identifies common employment benefits. | 10. Discuss with students how some jobs give fringe benefits to workers while others do not. How do you find out if a particular job has these benefits? How important are these benefits to you? (Example of fringe benefits are: time off for holidays, vacation time, sick leave, health or life insurance, bonuses, commissions, moving expenses, leisure time activities, continuing education). |
| 11. Student identifies methods to obtain a raise or promotion. | 11. Explain to students how workers are evaluated (usually at 6 months or 1 year). Show comparisons with how a student is evaluated by his report card. Methods of evaluation should be explained to students (i.e. A good work record, getting along well with others, demonstrating responsibility). |

| Objectives | Activities |
| --- | --- |
| 12. Student lists steps to take if fired or laid-off. | 12., 13. Presentation by a local unemployment office. Alternative Activity: Many unemployment offices develop and distribute easy-to-read pamphlets on "Being Fired or Laid-Off" or "Quitting a Job". Students should discuss potential reasons for leaving a job and the consequences (i.e. financial, medical, work record, etc.) |
| 13. Student identifies the consequences of quitting or leaving a job. | |

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## MATERIALS NEEDED AND RESOURCES RECOMMENDED

**MATERIALS:**

Occupational Handbook
Film: "A Different Approach"
Speakers from State Vocational Rehabilitation office
Disabled speakers
Speaker from local Unemployment Office
magazines
sample application forms
newspapers
sample tax forms
sample resumes
sample paychecks

**RESOURCES:**

Brennan, Lawrence D., Stanley Strand and Edward G. Gruger, Resumes for Better Jobs, Simon and Schuster, New York, 1973.

A Consumers Guide to Rehabilitation Services. "Counselors Introduction". Multi Resource Centers, Inc., Minneapolis, 1982.

Job Seeking Skills. "Reference Manual", Multi Resource Centers, Inc., Minneapolis, 1971.

Job Seeking Skills, "Instructing Applicant", Multi Resource Centers, Inc., Minneapolis, 1971.

Job Seeking Skills, "Workbook", Multi Resource Centers, Inc., Minneapolis, 1976.

Directory of College Facilities and Services for the Handicapped, The Onyx Press, 1983.

Dictionary of Occupational Titles, 4th Edition, U.S. Department of Labor, Employment & Training Administration, 1977.

Dictionary of Occupational Titles. 4th Edition Supplement, U.S. Department of Labor, Employment & Training Administration, 1982.

"Jobs for Disabled People: A Resource Guide", President's Committee on Employment of the Handicapped, Washington, D.C., 1982.

Kimbrell, Grady and Vineyard, Ben S., Entering the World of Work, McKnight Publishing Company, Bloomington, Illinois, 1983.

Lobodinski, Jeanine, Deborah McFadden, Arlene Markovica, Marketing your Abilities: A Guide for the Disabled Job Seeker, Mainstream, Inc., 1984.

McHugh, John, Filling Out Job Application Forms, EMC Publishing, 1981.

McHugh, John, Finding A Job, EMC Publishing, 1981.

McHugh, John, Getting Reading To Work, EMC Publishing, 1981.

McHugh, John. Interviewing For Jobs, EMC Publishing, 1981.

McHugh, John, Keeping And Changing Jobs, EMC Publishing, 1981.

McHugh, John, Starting A New Job, EMC Publishing, 1981.

Occupational Outlook Handbook, 1982-83 Edition, U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 2200, April, 1982.

Also: School Counselors
Work/Study Coordinators
Vocational Education Instructors
Local State Employment Office
Civil Service tests
Goodwill Industries
Vocational Rehabilitation Services
Small Business Administration
Private Employment Services
Job Partnership and Training Act
local colleges and trade schools
libraries

## STUDENT SKILL CHECKLIST

UNIT: CAREER DEVELOPMENT

GOAL: CAREER PLANNING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Rates job activities as to interest level | Identifies job activities he does well or not so well | Identifies five leisure activities he enjoys | Identifies careers with same skills as leisure activities | Lists 20 occupations | Identifies 10 occupations held by disabled persons | Identifies employment options | Identifies 5 occupations of interest | Identifies skills necessary for 5 jobs | Identifies required clothing and appearance | Identifies the work hours associated with jobs | Identifies income levels of jobs |
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STUDENT SKILL CHECKLIST

UNIT: CAREER DEVELOPMENT

GOAL: CAREER PLANNING

_____

_____

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Chooses values | Identifies how career will affect lifestyle | Rates values of importance | Identifies potential career goal | Identifies reasons and origin of goal | Evaluates career goal based on the way the world works | Describes duties of job | Evaluates career goal in relation to self | Lists steps to obtain employment | Spends half day with adult on the job | | |
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STUDENT SKILL CHECKLIST

UNIT: CAREER DEVELOPMENT

GOAL: PREPARATION FOR EMPLOYMENT

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Differentiates between appropriate and inappropriate work attire | Demonstrates good grooming skills | Demonstrates good interviewing skills | Completes application forms | Lists ways to contact potential employers | Completes tax and insurance forms | Differentiates proper and improper application letters | Demonstrates good letter writing skills | Identifies sections in resumes | Discusses mentioning his/her disability | Develops personal resume | | |
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STUDENT SKILL CHECKLIST

UNIT: CAREER DEVELOPMENT

GOAL: PREPARATION FOR EMPLOYMENT

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Lists methods to gain job experience | Identifies reasons people are not hired | Lists methods to locate employment | Locates, reads and explains job advertisements | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: CAREER DEVELOPMENT

GOAL: WORKING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Identifies behaviors that influence working relationships | Acts appropriately at work | Differentiates between positive and negative attitude | Identifies skills employers assess in employees | Follows directions | Identifies employee rights | Identifies employment responsibilities | Lists employment grievance procedures | Identifies costs of employment | | | |
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STUDENT SKILL CHECKLIST

UNIT: CAREER DEVELOPMENT

GOAL: WORKING

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Identifies common employment benefits | Identifies methods to obtain raise or promotion | Lists steps to take if fired or laid off | Identifies consequences of leaving a job. | | | | | | | | | |
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Name_____

## SELF EVALUATION WORKSHEET

Directions: Read the following Job Activities. Think about them as they relate to yourself. Then place a "1" by the category that interests you the most; a "2" by the one that interests you next and a "3" by the one that interests you next.

_____ Artistic Work - creating, designing, writing, performing

_____ Physical Work - lifting, building, working outdoors

_____ Mechanical Work - putting things together, fixing things

_____ Clerical Work - typing, filing, answering phones

_____ Helping Other People - informing, teaching, healing

_____ Persuading Others - selling, leading, debating

_____ Working With Numbers - adding, researching, figuring out answers

UNIT IX: CAREER DEVELOPMENT
Appendix 4

NAME _____

## JOB SKILLS WORKSHEET

Directions: List 5 jobs of interest to you. From the list below, write in the skills necessary for each job. Then check yes if you have that skill, no if you do not, and don't know if you are unsure.

| | JOBS | SKILLS | DO YOU HAVE SKILLS YES | NO | DON'T KNOW |
|---|---|---|---|---|---|
| 1. | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| 2. | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| 3. | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
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| 4. | _____ | _____ | ___ | ___ | ___ |
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| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| 5. | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |
| | _____ | _____ | ___ | ___ | ___ |

SKILLS:

___ Reading, ___ Writing, ___ Adding/Subtracting Numbers, ___ Using Machinery,
___ Driving, ___ Lifting, ___ Typing, ___ Speaking with Others, ___ Cleaning,
___ ___ Following Directions, ___ Giving Directions,
___ Drawing, ___ Using Tools, ___ Organizing, ___ Counting Money, ___ Measure,
___ Purchasing, ___ Use the Telephone, ___ File, ___ Put these together,
___ Use computers, ___ Move quickly, ___ Pursuade others, ___ Remember well

UNIT IX: CAREER DEVELOPMENT

NAME _____

Appendix 5

**VALUES WORKSHEET**

**Directions:** Look at the values listed below. Which are most important to you? Put number 1-7 before them; 1 being the most important, 7 the least important.

_____ Earning a lot of money

_____ Helping other people

_____ Raising a family

_____ Having good health

_____ Having a lot of friends

_____ Being a religious person

_____ Being proud of your life

**Earning a Lot of Money.** Will you need a lot of money to live the way you dreamed? If so, you will place a high value on earning a lot of money. Knowing this about yourself, you will want to learn about careers that pay well. If you dream about a simple life, money may not be so important.

**Helping Other People.** Do you like to do do things for others? Helping others is very important to some people. On some jobs you can be very helpful to others. Many people help very young or very old people in their free time.

**Raising a Family.** Do you want to have children? Most people do. If a family is important to you, think about it when you set your career goals.

**Good Health.** Most people like good health. How important is your health to you? Do you take great care to stay healthy? If your health is important to you, you will not want to do some kinds of work. Some jobs are more dangerous to your health than others. Workers on some jobs breathe dangerous fumes or dust. On some jobs, workers must lift or carry heavy things. After a few years, some kinds of work will cause health problems.

**Having a Lot of Friends.** Do you like people? Do you need to have a lot of friends? Some people do. Some do not. Most people need a least one or two good friends. They may be members of your own family. Family members should be good friends. After you are out of school, you will meet people on your job. Some these people may become your best friends.

**Being a Religious Person.** Are you a religious person? If this is important to you, you may not want some jobs. You may not want to work on the days you attend religious services.

Some people do not like to work where alcohol is sold or used. Others do not like to work where vulgar language is used.

**Being Proud of YOur Life.** Most happy people are proud of their lives. They take pride in their work. They enjoy what they do in their free time.

You will want your parents to be proud of you. If you have children, you will want them to be proud of you, too. If you are not proud of your own life, you cannot expect others to be proud of you. Being proud of how you do your job is very satisfying. It carries over into other parts of your life. It makes you a happier person at home, too.

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# GROOMING CHECKLIST

GOOD GROOMING IS BEING CLEAN, NEAT, AND SHOWING GOOD TASTE IN HAIRSTYLE AND CLOTHING. HOW DO YOU RATE YOURSELF?

| | | |
|---|---|---|
| BODY | ___DAILY BATH OR SHOWER | ___BODY ODOR |
| | ___USE DEODORANT | ___NEEDS SHAVING |
| | ___UNDERARMS DRY AND CLEAN | ___DIRTY SKIN |
| HAIR | ___CLEAN | ___DIRTY |
| | ___NEAT | ___NEEDS TRIMMING |
| FACE | ___CLEAN | ___DIRTY |
| | ___FRESH, NATURAL LOOKING | ___BEARD STUBBLE |
| | | ___TOO MUCH MAKEUP |
| TEETH | ___CLEAN, BRUSHED OFTEN | ___DIRTY |
| | ___FRESH BREATH | ___BAD BREATH |
| HANDS | ___CLEAN | ___DIRTY OR STAINED |
| | ___NAILS TRIMMED | ___NAILS TOO LONG |
| | | ___NAILS CHEWED OFF |
| POSTURE | __STAND AND SIT STRAIGHT | ___STOOP OR SLOUCH |
| CLOTHES | ___CORRECT FOR WORK | ___NOT CORRECT FOR WORK |
| | ___CLEAN | ___DIRTY OR STAINED |
| | ___LOOK PRESSED | ___WRINKLED |
| | ___FIT WELL | ___FIT POORLY |
| SHOES | ___CORRECT FOR WORK | ___NOT CORRECT FOR WORK |
| | ___CLEAN, POLISHED | ___DIRTY OR SCUFFED |

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## QUESTIONS OFTEN ASKED IN AN INTERVIEW

The interview is an exchange of information. It is helpful both to the employer and to you. The employer tries to learn what you are really like. You have a chance to see if you really want the job. In most cases, the employer asks you questions. You can also ask questions. The following questions are often asked by the employer or interviewer:

1. Why would you like to work for this company?
2. Do you want a permanent or temporary job?
3. What job would you most like?
4. What do you want to be doing in five years?
5. What qualifications do you have for this job? (This just means what skills and experience you have that will help on this job.)
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you use your free time?
9. What can you do best? What can you not do?
10. What jobs have you had? Why did you leave?
11. What pay do you expect?
12. Have you had any serious illnesses?
13. Do you smoke?
14. How many days of school did you miss last year?
15. What grades did you get in your schoolwork?
16. What hours can you work?
17. How will you get to work?
18. Do you take part in sports at school? Are you on a team? (Some employers think if you are on a team you will not have time to work.)
19. Are you willing to work overtime when needed?
20. What questions would you like to ask me?

Here are some questions you can ask when you apply for a job. Of course, do not ask them if the answers have been given.

1. What are the duties on this job?
2. What are the hours?
3. Would I be working with soemone else?
4. If I need help, whom can I ask?
5. What is the pay?

### Practice Interviews

It may help to practice some interviewing. Do it with a friend. You can take turns asking each other questions.

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## REASONS PEOPLE ARE NOT HIRED

You will not be offered a job everytime you are interviewed. Nobody is. When you are not hired, you will want to know why. A survey was made to find out the main reasons people are not hired. The most important reasons are listed first:

1. Poor appearance
2. Poor attitude.
3. Poor use of English.
4. No career goals.
5. Lack of interest in the job.
6. Not sure of the kind of work wanted.
7. Wanted too much money.
8. Poor school record.
9. Made excuses.
10. Poor work record.
11. Lacked experience.
12. Criticized past employer.
13. Not tactful.
14. Not Courteous
15. Disliked school.
16. Did not look interviewer in the eye.
17. Limp handshake.
18. Could not answer questions.
19. Did not get along well with parents.
20. Sloppy application form.
21. Did not seem serious about working.
22. Only wanted to work a short time.
23. No interest in the company.
24. Critical of others.
25. Does not know right from wrong.
26. Does not always try to do what is right.
27. Lazy
28. Could not take criticism.
29. Late to interview without good reason.
30. Did not say "thank you" for the interviewer's time.
31. Did not ask questions about the job.

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## SHOW A POSITIVE ATTITUDE

Do you know why people get fired? Sometimes it is because they cannot do the job. More often it is because of a poor attitude. In fact, the main reason young workers lose jobs is a poor attitude.

Your attitude is your outlook on life. It is shown by your behavior. Your attitude forms over the years, beginning when you are a small child.

A good attitude is sometimes called a positive attitude. A poor attitude is negative. If you always look for the good in things, you have a positive attitude.

If you look only at the bad side of things, you may have a negative attitude. Those with negative attidues often feel they are treated unfairly. They may not like people much. If this is you, you can change! You can do a lot to become the person you want to be.

You can form a more positive attitude. It takes practice. The chart below lists the behavior shown by those who have positive and negative attitudes. You must practice being positive. Do this while you are young. The longer you wait, the harder it is to change your attitude.

| POSITIVE ATTITUDE | NEGATIVE ATTITUDE |
|---|---|
| 1. Smiles easily. | 1. Does not smile much. |
| 2. Almost never complains. | 2. Complains about everything. |
| 3. Can see the other person's point of view. | 3. Cannot see the other person's point of view. |
| 4. Admits mistakes. | 4. Blames mistakes on others. |
| 5. Willing to change. | 5. Not willing to change. |
| 6. Does not criticize others. | 6. Very critical of others. |
| 7. Thinks of what is good for or helpful to others | 7. Thinks only of what is "good for me." |
| 8. Respects the opinions of others. | 8. Tries to force opinions on others. |
| 9. Never makes excuses. | 9. Often makes excuses. |
| 10. Has many interests. | 10. Few interests, often bored. |

NOTE: MOST PEOPLE HAVE SOME POSITIVE AND SOME NEGATIVE TRAITS.

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## FIVE-MINUTE TIMED TEST ON FOLLOWING DIRECTIONS

How well do you follow directions? Follow the directions and you should finish this in five minutes. Your teacher will time you. Close your book when you finish.

Wait until your teacher says "go." Then follow the directions exactly. You will need one sheet of paper.

1. Read all directions before doing anything.
2. On a sheet of paper, write your name in the upper right corner.
3. Number from 1 to 6. Leave three blank lines between each number.
4. Put an "X" by number 1.
5. Count the number of pages in Chapter Four of this book. Write the answer by number 2.
6. Write today's date by number 3.
7. Say your name out loud.
8. Count the number of persons in the room. Write the answer by number 4.
9. Say, "I have reached number 9. I am following directions carefully.
10. Now that you have finished reading, do only what is said in numbers 1 and 2.

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## INDEPENDENT LIVING SKILLS FINAL PROJECT

GOALS:

1. Integrates and reinforces all skills learned.
2. Is an incentive to learing various skills.

ACTIVITY:

Students brainstorm trip destination - top choice identified. Budgeting and finances - cost and feasibility discussed. Students must figure out how much it would cost (call travel agent or camping store, if appropriate), how they would get there and where they would get the funds. Even if money or transportation is received from school, students must figure out who they would ask, and put in a request.

WHEN THEY WILL GO:

Students must take into account availability of location, transportation, amount of time able to spend, special events happening either at school or in someone's personal life, special arrangements that may be necessary (i.e. supervisor, interpretor, attendants, etc.).

Committees may be formed.

Students must budget money - set up a travel account. How much money for the place, transportation, food, extras? How might they save on money? How might they earn money to go? Shopping skills - students shop for any supplies. Students figure out what they need to pack, make a list and pack.

SKILLS USED:

Self-esteem, socialization, money management, shopping, transportation, communication, personal care and hygiene, nutrition, housekeeping, clothing, using community resources.

Discover the World of Independent Living
Final Project

"Let's Take A Vacation" Worksheet

1. Have group brainstorm trip destination.
2. Find out the travel costs for each choice.
3. Group discusses choices.
4. Group decides on their trip destination.

| Trip Ideas | Travel Mode and Cost |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |
| 11. | 11. |
| 12. | 12. |
| 13. | 13. |
| 14. | 14. |
| 15. | 15. |
| 16. | 16. |
| 17. | 17. |
| 18. | 18. |

Trip Destination_____

Trip Destination_____

A. Group Members

1. Who is going on your trip? List all names._____
_____
_____
_____

2. Are there any special needs _____No ____Yes. If yes, please list them.
_____
_____
_____

B. Travel

1. How will you get there? (ie. bus, train, car, air)_____
_____

2. How much will that cost?_____

C. Dates of Travel

1. When will you leave?_____
2. When will you return?_____
3. Total Number of Days?_____

D. Meals

1. Where do you plan on eating your meals?_____
2. How much will that cost?_____

E. Other—What other expenses might you encounter?_____
_____

Add your costs

Travel_____

Accomodations_____

Meals_____

Other Costs_____

Total Cost_____

How might you save on some of these costs?_____

_____

How can you pay for this trip?_____

_____

_____

Who will be in charge of:

Travel Budget?_____ _____

Transportation Arrangements?_____ _____

Accomodations?_____ _____

Meals?_____ _____

Other_____ _____

Let's Go!

STUDENT SKILL CHECKLIST

UNIT: _____

GOAL: _____

_____

_____

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: _____

GOAL: _____

_____

_____

1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: _____

GOAL: _____

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1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
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STUDENT SKILL CHECKLIST

UNIT: _____

GOAL: _____

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1 - completes objective with physical assistance
2 - completes objective with verbal prompting
3 - completes objective independently

| DATE | STUDENT NAME | OBJECTIVES EVALUATED | | | | | | | | | | | |
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# A GUIDE TO

# IMPLEMENTATION OF THE CURRICULUM

# DISCOVER THE WORLD OF INDEPENDENT LIVING

Education for Independent Living
Model Program
U.S. Dept. of Ed. Contract #300-81-0364

Services for Independent Living
25100 Euclid Avenue, Suite 105
Euclid, Ohio 44117

# A GUIDE TO

# IMPLEMENTATION OF THE CURRICULUM

# DISCOVER THE WORLD OF INDEPENDENT LIVING ©

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EDUCATION FOR INDEPENDENT LIVING
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U.S. Department of Education
Government Contract #300-81-0364
December 1984

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Model Program
Services for Independent Living,
Fiscal Agent
Doris Brennan, Executive Director
Department of Education Contract #300-81-0364
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Cuyahoga Special Education Service Center: Sally Pisarchick and Karen Chaloupka.

## FOREWORD

In October 1981, Services for Independent Living (SIL) was awarded a contract by the United States Department of Education, to create and pilot test a model program to assist young disabled people in making the transition from school to other life pursuits. The goal of the project was to develop a methodology and a curriculum which would foster the development of independent living skills.

SIL defines the concept of independent living as follows:

- Controlling and directing your own life.
- Making decisions and taking responsibility for your actions.
- Having opportunities to participate in all aspects of community life.
- Exercising the greatest degree of choice about
  - where you live,
  - with whom you live, and
  - how you live.
- Taking risks and being allowed to fail.
- Asserting your rights and responsibilities as first class citizens.

The Education for Independent Living Model Program was developed through interaction with three school systems. One system, at the high school and middle school levels, had developmentally handicapped teens, thirteen to nineteen years of age. Some students in this system also had physical disabilities and/or behavioral handicaps. Another school system, middle school level, brought together three classrooms of multi-handicapped students, nine to twelve years of age, to form one class. During the second year, the program was implemented in a third school system with orthopedically handicapped students at the high school level.

A curriculum was developed and tested through this process. It is the major product produced by the project. Entitled Discover the World of Independent Living, and provided under separate cover, this curriculum is intended for use by any organization planning to present classroom instruction in one or more of the following areas:

1. Social skills
2. Health
3. Home management
4. Clothing care
5. Cooking
6. Travel
7. Money management
8. Leisure time activities
9. Career development

Many disabled adults have not had the opportunity to fully develop their skills in each of these areas. The curriculum is, therefore, applicable to all ages. It may be implemented in whole or in part, to complement and enhance existing services for disabled persons.

The curriculum is also easily adaptable to use by any of a wide range of organizations, such as:

- public and parochial school systems
- public and private schools serving disabled students exclusively
- rehabilitation hospitals and centers
- vocational training centers
- independent living centers
- other community service agencies such as the following:
  - parent organizations
  - residential facilities for disabled persons
  - colleges and universities
  - mental health centers
  - hospitals
  - senior citizen associations
  - Easter Seals Society
  - Association for Retarded Citizens
  - Goodwill Industries
  - United Cerebral Palsy
  - transitional living programs for disabled persons
  - sheltered workshops

This handbook is intended to serve as a planning guide for implementation of the curriculum Discover the World of Independent Living. The basic philosophy of independent living is emphasized for the benefit of those readers with little or no experience with this concept. References and sources of further information and assistance are provided in the appendices.

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## PHILOSOPHY AND RATIONALE

The Education for Independent Living Model Program was developed to provide a framework for organizations to enhance their services to better meet the needs of disabled persons making the transition from secondary education to other pursuits in life. It was intended that the model program would lead to increased opportunities for disabled people to maximize their potential for independent living. The curriculum Discover the World of Independent Living documents strategies, activities and resources for providing instruction and experiences designed to develop and enhance specific independent living skills.

The philosophy of independent living can be stated briefly as having control over one's life. It is a broad concept, encompassing all aspects of daily living--personal care, housing, finances, transportation, education, employment, recreation, etc. Expressed in terms to which we can all relate as human beings, living independently means:

- Controlling and directing your own life.
- Making decisions and taking responsibility for your actions.
- Having opportunities to participate in all aspects of community life.
- Exercising the greatest degree of choice about
  - where you live,
  - with whom you live, and
  - how you live.
- Taking risks and being allowed to fail.
- Asserting your rights and responsibilities as first class citizens.

The existence of a disabling condition does not automatically preclude a person from exercising control over his or her own life. Assistance may be required for certain activities, but there is no reason that a disabled person, provided with appropriate support services, cannot function in the life of the community and have the same choices and opportunities that are available to the general population. This may be achieved through a variety of options that can minimize reliance on others for making decisions and provide for self-maintenance in the least restrictive manner. For example, some disabled persons may

wish to pursue their independent lives in their own apartments with hired attendants to help with daily needs. Others may elect to receive support services while living with their families, while some will find group homes most to their liking.

Services for Independent Living is one of a network of independent living centers (ILCs) established throughout the United States to provide services and resources not commonly available through other types of organizations. These centers are largely developed and operated by disabled people. They provide a wide range of services including peer support, attendant care referral, housing referral, and information about resources and issues. They also serve as advocates for positive change.

Independent living centers are relatively new entities. To date, they have mainly served adults out of school. The need to begin preparing disabled persons at an earlier age to function independently became evident to Services for Independent Living through the following patterns observed in the people applying for assistance:

1. A large percentage of disabled young adults were

   - underemployed or working at jobs in which they were unhappy;
   - living in unsatisfactory situations;
   - spending most of their time watching television at home;
   - socially immature; and
   - in general, not actively participating in home, work, or community life.

2. By the time they sought assistance from community agencies, many

   - no longer had the motivation required for self improvement;
   - did not possess the self-confidence and self-awareness necessary to set life goals and work toward their fulfillment;
   - lacked many of the basic skills normally acquired during the early developmental years (for example, helping parents around the house, going places on their own, etc.); and
   - were unaware of opportunities available to them to establish their own chosen lifestyles.

The following points illustrate what Services for Independent Living sees as gaps in services contributing to these patterns:

1. School counseling for disabled students is generally academically oriented and does not address living and working in the community after completion of high school.

2. Disabled youths and their families are often not informed about available resources and information relevant to the various aspects of independent living.

3. Many disabled youths and their families are not made aware of the existing community and government agencies which offer relevant services and resources.

4. Disabled youths and their families often have not learned to advocate effectively for their rights.

5. In many communities, there are no well established linkages among the various organizations serving disabled people.

6. The general population is not aware of the needs, abilities and desires of disabled people.

7. Many mentally retarded young people receive training in daily living skills, but usually not within an independent living framework. Young people with other types of disabilities often receive no formal instruction in daily living skills.

8. Educators are often not aware of the resources available for adapting activities to the diverse needs of students found within a typical classroom - particularly those with orthopedic and/or multiple handicaps.

Services for Independent Living believes that the most appropriate and effective way to bring independent living skills training to disabled young people is through the educational system. The curriculum Discover the World of Independent Living was, therefore, developed primarily to enhance the current formal education of disabled students. It can also be used easily by any other type of organization providing services to disabled persons of any age. And it is flexible enough that selected techniques and exercises can be incorporated into an existing curriculum. This design was based on the premise that any level of independent living instruction is better than none. Accordingly, it is hoped that the curriculum will be embraced by all types of organizations in contact with disabled persons, and adapted to fit into their own programs.

## OVERVIEW OF THE CURRICULUM

The curriculum, Discover the World of Independent Living, is divided into the following nine self-contained instructional units. Individual units contain ideas for modifying methods and equipment to compensate for various physical and/or mental limitations. Emphasis is placed on planning, preparing for, and following through on each activity performed.

1. Social Skills - Persons with disabilities are frequently less mobile than their peers, and often lack experience in many social spheres and activities that are commonplace to nondisabled persons. The resulting poor development of appropriate social skills can impede their progress in social, recreational, and vocational endeavors outside of school, as well as contribute to low self-esteem and poor self-identity. The curriculum addresses the need for social skill development in the following areas:

   A. Self-esteem and self-identity
   B. Social communication and interaction
   C. Goal development and problem solving
   D. Sexual identity

   The other side of this concern is the need for nondisabled persons to develop a better awareness and understanding of what it means to be disabled. Only by so doing will they be able to offer the support and social ease on their own part, which are necessary to good social interactions among disabled and nondisabled persons. The Social Skills area of the curriculum, therefore, includes suggested activities for families of disabled students, nondisabled fellow students, and disabled students themselves to acquire a better "disability awareness."

2. Health - This unit deals with teaching students to perform basic hygiene, grooming, and first aid functions. While most young people have some sound ideas about these aspects of personal health and appearance, many disabled persons have not learned to perform them as well as they could. There may have been no one who could show them special techniques or devices to use to overcome physical barriers, or they may have been sheltered by others doing everything for them. The curriculum provides instructional activities to develop skills in:

   A. Personal hygiene
      . Bathing
      . Hair care
      . Dental care
      . Skin care
      . Nail care

B. Health care
C. Safety and first aid

3. Home Management - This unit contains four areas of instruction:

A. Housecleaning
B. Identification and use of hand tools
C. Using the telephone
D. Housing options

As with the Health area, many disabled persons never really learn to do housecleaning or house maintenance tasks as well as they might with some instruction and experience. Their particular disabilities may require adaptations to the equipment, supplies and techniques used by nondisabled persons to perform these everyday tasks. Proper instruction can enable them to develop the skills necessary to care for their own living space. Without these skills, their lifestyle alternatives as adults can be seriously limited. They also need to know what housing options exist.

4. Clothing Care - This section of the curriculum is intended to provide learning experiences in the following aspects of living independently:

A. Laundry
B. Clothing maintenance
C. Clothing use

"Clothing use" includes selecting accessories and coordinating different pieces of clothing. Students can be encouraged and taught how to develop their own "look" through the lessons on colors and styles.

5. Cooking - The purpose of this unit is to teach students how to select and prepare their own food. The following areas are covered:

A. Kitchen safety
B. Pre-cooking
C. Nutrition
D. Preparing foods
E. Storing and serving foods
F. Kitchen cleaning

The question of nutritious value of particular foods and meals is raised repeatedly in order to get students in the habit of evaluating what they eat and planning well balanced meals. Emphasis is placed on preparing whole meals rather than on just individual food items. Menus and recipes with step-by-step instruction are provided.

6. Travel - Many young disabled persons are given little opportunity to go places by themselves or with groups of friends. They have no chance to learn how to plan a trip - even a trip through school hallways - or how to move safely around their community. The Travel unit presents activities designed to develop awareness of and skills in the following areas:

   A. Preparation for travel
   B. Safety
   C. Using transportation
   D. Understanding your community

   Field trips are an integral part of this instructional unit.

7. Money Management - This unit can fit in well with regular mathematics lessons. It offers ways of teaching students how to use money discriminately and in various modes (e.g., cash, checks, and savings accounts). The areas included are:

   A. Handling money
   B. Budgeting
   C. Banking

8. Leisure Time Activities - Many disabled persons need assistance in learning to plan and carry out leisure activities. Most of their time and activities have been directed by other people since the onset of their disability. The purpose of this unit is to present ways of encouraging and teaching students to plan, organize, and enjoy their own leisure time. Instructional areas are:

   A. Time
   B. Leisure activities

9. Career Development - Disabled young persons often have difficulty securing their first job, due to limited knowledge and social skills important in the job-hunting process. Vocational education programs frequently present limited career choices, so that they are not aware of the full range of possibilities open to them. Once they find a job, their lack of experience can hamper their relationships with employers and co-workers.

   This unit aims to overcome such barriers to career development. Instructional activities are offered for providing information, simulated experiences, and discussion in the following areas:

   A. Career planning
   B. Preparation for employment
   C. Working

## THE MODEL PROGRAM

The curriculum Discover the World of Independent Living was developed as part of a model program which encompassed needs assessment, participation by community organizations, and parent involvement--as well as the classroom program. The curriculum can be implemented without these other apsects of the model program. It is recommended, however, that each of these ancillary activities be at least considered, as they will significantly enhance any independent living program for disabled young persons. The following paragraphs briefly describe some suggested approaches.

### Needs Assessment

It is important to define the needs of the students to be served, and to identify relevant resources already available to them, prior to initiating a new program. A needs assessment can range anywhere from an informal survey of students and community organizations, to the collection and statistical analysis of data from a community-wide survey. The methods used will depend upon the resources available and the objectives of the organization implementing the curriculum.

Published information about disabled persons, independent living programs, and community resources can provide an understanding of the general needs of the target population. Many good references are contained in the appendices to this guide.

Independent living centers (ILCs) can provide valuable insight and information specific to the regions they serve. Appendix A provides a current list of ILCs throughout the United States. An ILC or university might be interested in participating in a needs assessment. It will be worthwhile to contact those whose service areas encompass the local area from which students will be drawn.

At a minimum, the skill levels of the individual students to be taught should be assessed in order to select the most appropriate curriculum units and activities. A pre-test can be performed using the "Student Skill Checklists" provided in each section of the curriculum.

### Participation by Community Organizations

Linkages should be established among all schools, independent living centers, and other community and government organizations serving disabled persons. Each will have its own perspective and information base to share. By maintaining an ongoing exchange of ideas and resources, all services can be enhanced and duplication avoided.

Some of the ways of establishing contacts include:

- Attending meetings of targeted groups
- Getting on mailing lists of relevant organizations
- Encouraging the involvement of those people and organizations who show an active interest in the program; perhaps setting up an advisory council
- Speaking at community group meetings
- Holding an "open house" or inviting individuals to observe the classroom activities

Parent Involvement

Parent acceptance and involvement are key to the successful implementation of the curriculum. Parents who understand and support the classroom program are most likely to interact with their children in a way which will further the development of their independent living skills. Parents who are well informed and invited to participate in the school program will be more willing to offer their support.

Direct contact with parents should be initiated by the school. Independent living center staff working with a school can be introduced at orientation sessions and invited to make presentations at evening meetings.

Suggested ways to inform and encourage participation by parents include:

- Informal orientation sessions to discuss the classroom approach and activities
- Special presentations at PTA meetings to build awareness and acceptance among all school parents and teachers
- Open house in the classroom
- Individual parent conferences to discuss their children's goals and progress
- Reports about school activities and student progress
- An informal newsletter, with input by the students
- A library of resource materials meaningful to parents
- Suggested activities parents can plan with their children

Emotional support is also important for parents of children with disabilities. Some of the ways this can be provided in conjunction with the model program include:

- Parent discussion groups
- Individual counseling
- Information about resources outside of the school system
- Presentations by adults with disabilities (i.e., "role models")
- Reports on their children's strengths and development

A local independent living center might be able to provide group training and orientation programs for parents.

Appendix B lists references and resources relevant to parent needs.

## RESOURCE REQUIREMENTS FOR IMPLEMENTATION OF THE CURRICULUM

The curriculum Discover the World of Independent Living is intended to supplement the regular school program. The suggested teaching activities were designed for easy adaptation into an existing curriculum and classroom structure. It is recommended that donations of needed equipment and supplies be sought from local groups and companies. This will lower the overall cost of the program as well as lead to some beneficial continuing relationships within the community.

As an aid to planning, the following outline of recommended resources is presented for implementation at two levels:

- minimal - the minimal time and resources considered necessary to achieve worthwhile results
- optimal - the time and resources considered necessary to the implementation of the model program in its entirety

Startup Costs

1. Curriculum guide - Each teacher participating in the program should have a copy of Discover the World of Independent Living prepared by Services for Independent Living.

2. Classroom equipment - Whether any one or all of the curriculum areas are implemented, a classroom will be necessary, equipped with the following:

    - teacher's desk and chair
    - chair for each classroom aide (and desk if possible)
    - chair for each student
    - table for each four to eight students
    - blackboard
    - bulletin board
    - mirror
    - sink
    - storage locker or closet

    Table 1 provides a list of items recommended for a program encompassing the clothing care, cooking, and home management sections of the curriculum. Those items considered as minimum basic requirements are indicated by an asterisk.

    The curriculum discusses special adaptive and assistive aids for use by students who have orthopedic, visual, and/or hearing impairments.

3. Reference materials - Suggested reading and reference materials for program staff are listed by area in the curriculum.

TABLE 1

RECOMMENDED EQUIPMENT FOR GROOMING,
COOKING, AND GENERAL HOUSEKEEPING CURRICULUM AREAS

(* indicates minimum basic requirements)

1. A kitchen equipped with:

* sink
* stove or microwave oven (with appropriate cooking equipment)
  refrigerator
* cupboards
* table
* chairs
  dish drainer and tray
  dishwasher
  garbage disposal
  coffee maker
  toaster
  blender
  mixer
* manual or electric can opener
* dishes - one set per student
* flatware - one set per student
* cups - one per student
* glasses - one set per student
* assorted knives
* serving utensils
* pots - small, medium and large
  saucepans - small, medium and large
  tea kettle
  frying pans
  pie and cake pans
  loaf pan
  cookie sheets
  muffin pan
  pizza pan
  plastic spatula
  metal spatula
* measuring cups
* measuring spoons
* cutting board
* bowls - small, medium and large
  whisk
  grater
* peeler
  colander or strainer
  food storage containers

TABLE 1 (Cont'd)

RECOMMENDED EQUIPMENT FOR GROOMING,
COOKING, AND GENERAL HOUSEKEEPING CURRICULUM AREAS

2. A living room with:

- couch/sofa
- * chairs
- lamps
- stereo
- rugs
- video cassette recorder
- plant stand
- rocking chair
- cocktail table
- * end tables
- television
- records/tapes
- * telephone
- closet
- magazine rack

3. A bedroom with:

- * bed or cot
- desk
- * mirror
- bookshelves
- lamp
- night stand
- dresser
- closet
- chair

4. A bathroom with

- * toilet
- bathtub/shower
- * sink
- * paper cups/dispenser
- * mirror
- * washcloths
- * towels
- * soap
- * shampoo
- * conditioner
- blow dryer
- curlers
- curling iron
- medicine cabinet
- cupboard
- * nail clippers
- * emery boards
- * nail files
- * toothpaste
- * toothbrushes
- * dental floss
- electric toothbrush
- makeup
- skin cream
- makeup brushes
- razor and blades

5. A utility room with:

- * washer
- * dryer
- * iron
- * ironing board
- * baskets for clothes
- laundry tub
- * buckets/pails
- * broom
- * mop
- * dustpan
- * detergent
- * cleaning solvents
- * wastebasket
- toolbox
- * screwdrivers, various sizes
- * philips head screwdrivers
- * pliers
- * hammer
- * adjustable wrench
- * wrenches
- vice grips
- socket wrench & sockets
- * spare lightbulbs

Appendix C provides references pertaining to the general concepts and philosophies of the model program.

4. Inservice training for education personnel - Understanding the independent living concept and knowing where to go for information and guidance are crucial to the success of this program. Administrators and teachers should receive at least one half day of inservice training by an independent living professional. This can be arranged through an independent living center or appropriate state or national organization. Attendance at an independent living conference can also contribute significantly to an understanding of the philosophy and state of the art on which the model program has been developed.

   Ideally, some independent living organization or professional will be involved in the ongoing program, to provide training and consultation. The cost will depend on who is involved and how they are funded. Some organizations receive state or federal funding to provide such technical assistance.

   Appendix D provides a list of local, state, and national organizations to contact for information and assistance. Most independent living centers can help in identifying the best source for a local program. A list of these centers is presented in Appendix A.

5. Startup work with community based resources - Any level program will benefit from the cooperation and involvement of community organizations and groups. It will be advantageous to reach out to community resources from the beginning stages of program development - both for the knowledge to be gained from them and to assure a high level of commitment through their involvement in planning.

   The following methods for working with community resources are suggested:

   - Have your program included on their mailing lists.
   - Attend meetings held by targeted groups.
   - Put them on your mailing list to receive periodic updates about your program.
   - Encourage ongoing contacts between your program staff and people in community organizations who show an active interest in your program. A more formal advisory committee might eventually develop.

   The costs of establishing these relationships will depend upon the types and numbers of organizations, and the method and frequency of contact.

Ongoing Costs

1. Classroom materials - The curriculum lists recommended materials for each curriculum area. Optimally, all curriculum areas will be implemented, employing most or all of the suggested materials and activities. Some benefits will be derived, however, from the adaptation of any part of the curriculum to an existing program. The costs will depend upon what activities and techniques are selected.

   A fund-raiser could be planned and held by the students in support of a curriculum area. As a special class project, this would have the added benefit of a useful learning experience. Organization, planning, and budgeting are some of the skills that could be enhanced through such an activity.

   Assessment forms for tracking student progress will need to be copied from the curriculum guide. The number of copies needed will depend upon the number of students in the program, the curriculum areas implemented, and the planned frequency of assessment. It is recommended that general student progress be charted at least each quarter year. Optimally, specific skill performance would be measured on a daily basis with weekly averaging, as explained in the curriculum guide.

2. Staff Requirements

   a. Classroom instruction - Each curriculum area, for the most part, can be implemented in two ways: either as a separate independent living class, or as activities and exercises incorporated into regular scheduled school classes. In the latter case, no additional personnel or special scheduling will be necessary. For example, many "Money Management" exercises can be used in teaching mathematics.

      Whichever method is selected, a minimum of one hour of independent living instruction per day, three days per week, is considered necessary to achieve any significant results. Optimally, three hours of instruction will be provided on five days each week.

      For the experiential components of the curriculum, a ratio of two to four students per teacher or aide is believed necessary.

   b. Parent involvement activities - When working with young students, the teaching staff should meet with parents as a group at least once each school year, and prepare individual student progress reports for parents at the end of each semester. Optimally, parents and teachers would meet as a group three times each year (at the

beginning, middle, and end of the school year), and maintain weekly progress records to review with parents on a regular basis.

c. Field trips - Suggested field trips are described in the curriculum. At least three should be planned for each school year. An average of one field trip every two weeks would be optimal.

The following field trip activities are considered most important to the achievement of everyday independence:

- a public bus ride
- washing and drying clothing in a coin-operated laundromat
- shopping in a grocery store
- completing a transaction at a bank
- shopping in a mall

Two or more activities could be combined in one trip.

Field trips are meant to serve as learning experiences, not merely fun activities. It is recommended, therefore, that all instructional staff accompany the children. Untrained adults may not understand the objectives of each activity or may try to help the students in ways which will inhibit their experience.

3. Program evaluation - The progress of each student in the program will be measured by the use of the assessment forms provided in the curriculum. A third party evaluation of the overall program would be useful, but might not fall within the scope and finances of the program.

4. Publications and reference materials - It is important for professionals working with disabled persons to keep abreast of current information about disability issues in their community, state, and nation. One way of accomplishing this is to subscribe to newsletters distributed by relevant organizations.

Three national publications highly recommended are:

- "The Exceptional Parent Magazine", 605 Commonwealth Avenue, Boston, Mass. 02215
- "The Disability Rag", P. O. Box 145, Louisville, Kentucky 40201
- "Disabled U.S.A", The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Many local and state organizations also publish newsletters and journals. Appendix D provides the names and addresses of those most relevant to the model program. These organizations are also a good source of inservice training and orientation.

## CLASSROOM STRUCTURE

The facilities, equipment and supplies to be used in the classroom will depend upon the curriculum areas to be implemented and available resources. The "Resource Requirements" section of this guide indicates specific recommended items under "Startup Costs".

How the classroom is to be structured will depend upon a number of factors such as number and ages of students, number of staff, size and layout of classroom facilities, equipment and supplies to be used, and curriculum areas to be presented. In any case, the structure selected should:

- facilitate active learning,
- simplify instruction,
- contribute to creating interest and maintaining attention, and
- foster positive interactions among students.

Services for Independent Living found small groups (two to four students with one teacher or aide) to be the most effective. In general, the students worked closely with one another and were each able to perform a variety of tasks in a learning period. The instructors were able to monitor individual students' performance and to provide information or assistance when required.

If space or staff limitations preclude small group activities, large group instruction in a traditional classroom setting can also be effective. The "Teaching Strategies" section addresses specific methods and techniques that can be used to successfully implement the curriculum within a wide range of classroom environments.

## TEACHING STRATEGIES

The teaching methods to be employed will depend primarily upon the organization implementing the curriculum, the preferences of the teaching staff, and the numbers and age levels of the students. There are, however, certain approaches and techniques that worked well in the pilot test of the curriculum and which, in themselves, foster the development of independent living skills and attitudes in persons with disabilities. These are listed below as recommendations to be built into the classroom program.

1. Do not assume that the students have much, if any, knowledge or experience in a given skill area.

   Many disabled young persons are sheltered from activities and responsibilities which are very basic to the upbringing of most nondisabled persons. For example, the kitchen is often off limits to disabled persons living at home--regardless of their age--because parents do not think they are capable of doing any food preparation, or because it is easier to do for them than to help them learn for themselves. Teaching cooking must, therefore, begin with familiarizing the students with the basic equipment and supplies found in the kitchen, and how to handle them safely.

   In general, the following guidelines should be observed when teaching a new skill:

   - Begin with an orientation to the subject matter and the supplies and equipment that might be encountered. In a beginning cooking lesson, a scavenger hunt or creating a kitchen map can be fun ways of familiarizing students with cooking items.

   - Demonstrate the correct use of equipment, emphasizing rules and safety precautions. Students will need to be taught respect for equipment which could be dangerous or breakable if used improperly.

   - Try to discover any fears or reservations students might have about using certain items. Employ a non-threatening and non-embarrassing approach to overcome such barriers to learning. For example, first demonstrate use of the item to the students, then have a volunteer demonstrate to the other students. Then closely observe and offer assistance to those who seem hesitant to try themselves.

   - Consider the special needs of individual students. A visually impaired person will need to have equipment demonstrated through touch and verbal description; a hearing impaired student may need to be close to the instructor or to have an interpreter.

- Define and discuss abstract concepts that might not be clearly understood by someone without practical experience in their application. Terms such as "boiling water" or "measuring ingredients" might not be clear to someone who has never even observed cooking.

2. Use a holistic approach to developing skill areas.

Do not teach isolated tasks, but place every activity within an appropriate context. For example, first present the concept of clothing care as involving selection of clothing, dressing, laundering, and storing--and then teach the specific skills within each of these areas. Create exercises requiring students to think through each step of some process such as planning a party. If possible, go one step further by giving students the responsibility for carrying out their plan. Have them consider nutrition, menu planning, food preparation, food presentation, serving, cleaning up, food storage, and equipment maintenance in their party plan. Such continuity and practical experience will reinforce their learning.

3. Employ a "try and learn" and "ask when you need help" approach.

Encourage students to try activities which they may have been told all their lives they cannot or should not do. Give them opportunities to make decisions as to what they want to do and how to go about it. While providing encouragement, always let them know that they can request help if they need it. This approach will contribute to their self confidence and lessen the passivity that so many disabled persons fall into by being discouraged from trying new activities.

4. Create a strong "disability awareness" in students.

It is important that disabled persons understand their disabilities and develop realistic expectations for themselves. There are many ways to foster "disability awareness". The following will be effective when working with young people:

- Using adults with disabilities as role models - Confident and competent disabled adults can serve as examples to fulfill an important need to relate to persons who have experienced and learned to function well with similar difficulties. Disabled adults might serve as instructors, classroom aides, or guest speakers; or they might be introduced to students through field trips. Some cities offer a Big Brother/Big Sister program which pairs adults and children with similar characteristics.

- Assigning relevant reading materials - There are many books geared to people within specific age groups, which deal with the issue of disability. Newspaper and magazine articles about people with disabilities are also becoming more frequent.

- Using puppet characters with disabilities to portray real life situations - The "Kids on the Block" are a popular puppet group that is available in many communities. They are just one example of an entertaining and non-threatening way of providing role models to share feelings and experiences.

5. Provide practical experience for each skill area addressed.

Every concept and skill presented in the curriculum can be reinforced through concrete tasks. Demonstration, followed by practice and guided discussion is the recommended general process for teaching independent living skills. Many disabled persons lack hands on, real world experience. Following are some of the methods to employ:

- Planning real and simulation activities - Have students work in small groups to develop their own plans. Give them responsibility for documenting step-by-step what is to be done, by whom, and when. This will provide practical experience in social interaction, cooperation, time management, and breaking down complex activities into manageable parts. Whenever possible, have the students carry out their own plans, then discuss and evaluate the process with them.

- Taking field trips - These will provide invaluable travel experience, as well as expose students to new situations and people. Many disabled young people have never gone anywhere alone or with just their peers. They need to learn how to move about purposefully and safely--to decide where they are going, how to get there and back, and how much time a trip will take. They should learn to travel by foot and by public transportation. Each step of the way should be planned and discussed by them, with guidance from the instructors.

- Shopping - A myriad of skills are required for purchasing goods and services. Whether done in person, by mail, or by telephone, shopping can be an insurmountable task for anyone who does not know how to do it. It involves mathematics, time management, knowledge of products and prices, decision making, discrimination among alternative goods and services, and social and communications skills. Even when an actual shopping trip is not possible, students can benefit from developing shopping lists, working with a budget, analyzing advertisements, clipping coupons, selecting stores, and specifying what to look for in the product or service to be purchased.

6. Use games and focused discussions to teach skills that can not be directly experienced by the class.

The important thing is to create an active learning environment. Many activities can be simulated through game playing that requires the same planning, decision making, and information required for the actual activity. Group discussions will motivate students to voice their own ideas and compare them with their fellow students.

## STRATEGIES FOR INDEPENDENT LIVING CENTERS WORKING WITH SCHOOLS

Because independent living is a developing concept, unfamiliar to many educators, and because consumer-operated independent living centers are the "new kids on the block," establishing contact with the schools can be difficult. The schools, after all, have been trying to deal with the needs of their disabled students for a good number of years. Changes brought about by Public Law 94-142 have created a broad spectrum of responses ranging from resistance and resentment to enlightenment and acceptance. Coming in "like gangbusters" with the "solutions to all of their problems" certainly is the WRONG approach.

What is needed is a working partnership with the schools in order to provide the optimum opportunities for the mutual constituency--people with disabilities. It is, therefore, incumbant upon independent living centers to approach the schools in the most positive, non-threatening way.

The following strategies are offered from SIL's experience in developing the model program.

1. Determine how broad your outreach efforts will be.

   Know the parameters of your outreach and the limits of your program and its attendant resources. Schools are interested in new and innovative programs which are cost-effective. They are also looking for people to help implement such programs.

2. Develop an information base about your local educational services.

   Know who is doing what, where. Be aware that most school districts differentiate between disabled students in special education and those in regular education.

3. Make contact with your Special Educational Regional Resource Center (SERRC).

   The SERRCs are an invaluable resource. They can help you to access their information network and can provide an appropriate contact person in the schools. They can also provide important child find statistics to add to your database. Additionally, they can open the doors to speaking engagements which will help you to reach educators, parents, and other relevant people in the community.

4. Talk with special education and vocational education teachers.

   These educational specialists can provide insights about their schools' programming, prevailing attitudes and goals for their disabled students. They can also provide a sense of parent involvement and attitudes.

5. Reach out to parent groups.

   Parents are important partners in any independent living program. Draw them into your initial planning to share your objectives and to learn about their concerns. Once you have selected the schools you will be working with, use whatever methods and resources are available through the schools for keeping parents involved and informed.

6. Be well-prepared before contacting school personnel.

   Be prepared to explain your program clearly and to leave descriptive literature about your organization and what you are proposing to do with the schools. Carry this information with you at all times; you never know when you will meet people who are interested.

7. Attend workshops, conferences, meetings related to your field.

   Approach all relevant groups and disciplines. Contact with them will enhance your outreach, your knowledge base, and your visibility in the community.

8. Know your public school calendar and teaching schedule.

   Should you opt to work in or with the schools, you will have to adapt to their schedules.

9. Prepare a contract based on negotiations.

   When preparing working agreements, mutual roles and responsibilities must be clearly defined. Once you have identified a school system to work with, and they have agreed to your proposal, prepare a contract. Both parties should have in writing what their responsibilities are, what they propose to accomplish, and the time frame in which the contract is to take place. Be sure to include all of the services you plan to provide. For example, an agreement might specify an independent living curriculum and the materials for

instruction, one staff person to assist the teacher, five inservice programs to all school personnel, and four parent inservice programs. The school district's responsibilities may include providing you with students, a classroom, and a teacher.

Establish the contact person from your center and one from the school district. Arrange to get to know the school principal and classroom teacher at the site of your program. It is important to have a good rapport with them. It would be wise to set up meetings during the negotiation period with these individuals to ensure that there is a clear understanding of what you propose to do in their school. Establish completion dates for your goals with school representatives. (School schedules are planned well in advance and are tightly packed so it becomes difficult to add anything to them as the year progresses.)

10. Implement your program promptly.

Plan to meet with all relevant school representatives. Be sure to keep tabs on the progress of the program. Keep communications channels open among school staff, project staff, and project coordinator. This ensures a smooth flow of activity and provides for timely modifications if needed.

11. Plan regularly scheduled meetings with school personnel and project staff.

Plan to meet with all significant school representatives (teachers and administrators) periodically to ensure that all activities are proceeding as planned. Arrange to have your program coordinator or another staff person who knows your curriculum and goals observe the classroom activities periodically. An objective observer who is familiar with the program's goals can provide useful feedback to the staff implementing the curriculum.

It is also very important that time be set aside on a weekly basis for staff to meet as a unit to discuss problems, how goals are being met, and whether there are changes that need to be made to the curriculum. These meetings should take place with program staff alone. With busy schedules, it is important to touch base and make sure everyone is moving in the same direction.

12. Prepare and implement the use of appropriate evaluation forms.

As with any project, evaluation forms and procedures provide tools for teaching and documenting progress. Ideally, a third party evaluator would perform this function. This is not always financially feasible, however, and may not even be considered necessary by the school or the independent living center. In any case, do use some type of evaluation forms, such as checklists or surveys, to obtain feedback from participants and to document the process and outcomes.

13. Conclude the school year with a wrap-up meeting.

Plan to meet with school personnel at the end of the school year, to review the activities that have taken place during the past year. Discuss the pros and cons for the program. Be willing to listen to criticism as well as praise. Discuss the next year's goals. Do they want you to return and to provide them with technical assistance? Develop a plan for future meetings, to discuss how they want to work with you, what you want to do, and what changes you would make in your relationship with them, if any.

In every endeavor, there are bound to be problems. This is especially true when the endeavor is breaking new ground and espousing new concepts. The following points will help you to anticipate and be prepared for potential troublesome areas:

- The schools may not agree with you about the handicapped student population most in need of independent living skills training. You will need to work closely with them to identify which students will derive the greatest benefit from training.

- Do not expect your concept to be fully and immediately embraced. The schools have been around a long time; they have a steady "diet" of new concepts and approaches which promise to "revolutionize" teaching. Expect skepticism.

- Do not bite off more than you can chew. Take stock of your program, its human and financial resources, and keep within your limits.

- Prepare your outreach materials early in your program. There is nothing worse than receiving inquiries and having no standard, concise information packet to share.

- Be aware that older students may present a challenge which may lead to frustration.

- Provide your staff with strong support. Enthusiasm countered with frustration and its resulting stress can lead to burnout.

- Keep in close contact with the classroom teachers. Formal and informal meetings provide mutual support and reciprocal insights.

- You will develop a mass of references and resources during the program. Keep on top of them and be sure to organize and catalog them promptly so that they are easily retrievable and usable.

- Remember that a layman's understanding of accessibility is not the same as that of a consumer. Even though a school is dealing with disabled students who may have mobility problems, and is interacting with independent living center staff, the people you work with may not have a real grasp of what constitutes an accessible environment. They may need assistance in planning meeting sites, classroom facilities, etc.

- Parents will be difficult to access. You will have to work hard to get them involved. Excessive demands have already been made on their time, energy, and emotions through rearing a child with a disability and struggling through the maze of bureaucracies which they begin facing from "day one" of their child's disability.

Services for Independent Living experienced positive and productive relationships with the schools where the model education program was developed. This should be possible for other independent living centers working with school systems. Maintaining good communications and heeding the suggestions presented above should go far toward establishing mutually beneficial working relationships.

# APPENDIX A

## LISTING OF INDEPENDENT LIVING CENTERS BY STATE

**ALABAMA**

Independent Living Center, 3421 Fifth Avenue, South Birmingham, AL 35222, (205) 251-2223

**ALASKA**

Access Alaska, 841 Dowling Road, Anchorage, AK. 99502, (907) 563-4060

**ARIZONA**

Arizona Congress for Action-ILC, 1016 North 32nd Street, Phoenix, AZ 85008, (602) 244-2766

Metropolitan IL Center, 3333 E. Grant Road, Tucson, AZ 85716, (602) 244-2766

**ARKANSAS**

Independent Living Services Center, 5800 Asher Avenue, Little Rock, AR 72204, (501) 568-7588, TTY 568-7881

**CALIFORNIA**

C.A.P.H. IL Center, 605 W. Home Avenue, Fresno, CA 93728, (209) 237-2055

IL Resource Center, 423 W. Victoria, Santa Barbara, CA 93101, (805) 963-1359, TTD 963-0595

The Center for IL of San Gabriel Valley, 2231 E. Garvey Avenue, West Covina, CA 91790, (213) 339-1278

Resources Blvd. for IL, 1230 H. Street, Sacramento, CA 95814, (916) 446-3074

Dayle McIntosh Center for the Disabled, 8100 Garden Grove Blvd., Suite 1, Garden Grove, CA 82644, (714) 898-9571, TTY 892-7070

Center for the Independence of the Disabled, 875 O'Neil Avenue, Belmont, CA 94002, (415) 595-0783

Darry/McDaniel ILC., Inc. 14354 Haynes. Van Nuys. CA 91401, (213) 988-9525

Northern CA IL Center. 360 East First Street. Chico, CA 95926, (916) 893 8527

**COLORADO**

HAIL. 1249 East Colfax Avenue. Suite 107, Denver. CO 80218, (303) 831-6381

Pueblo Goodwill Industries. Inc., 230 N. Union Avenue, Pueblo, CO 81003, (303) 544-9336

Center for People with Disabilities, 1450 15th Street, Boulder. CO 80302. (303) 442-8662

Hilltop Rehabilitation Center. 1100 Patterson Road, Grand Junction, CO 81501. (303) 242-8980. TTY 242-6171

Atlantis Community, Inc., 2200 W. Alameda, Space #18, Denver, CO 80219, (303) 893-8040

The Center on Deafness, 4128 S. Knox Court, Denver, CO 80236, (303) 758-1123

**CONNECTICUT**

New Horizons, Inc., 410 Asylum Street, Hartford, CT 06103, (203) 249-6275

Center for Independent Living of Greater Bridgeport, Goodwill Industries of Western CT, 165 Ocean Terrace, P.O. Box 3366, Bridgeport, CT 06605, (203) 336-0183 (TTY)

**DELAWARE**

Independent Living, Inc., Route 273, Liberty Knoll Apartments, Apt. B-1, New Castle, DE 19720, (302) 328-1306

Easter Seal Soc. of Del-Mar, Adult Development Center Landis Lodge, 2915 Newport Gap Pike, Wilmington, DE 19808, (302) 995-6681

**FLORIDA**

Disability Awareness Now, Inc., 102 NE 10th Avenue, Suite 2, Gainesville, FL 32601, (904) 377-5141, TTY 377-5152

Self-Reliance, Inc., 2002 G East Fletcher Avenue, Tampa, FL 33612, (813) 977-6368, TTY 977-6338

Space Coast Association of the Physically Handicapped, 1127 South Patrick Dr., Suite 7, Satellite Beach, FL 32957, (305) 777-2964 (TDD)

Leon Center for IL, 1380 Ocala Road H-4, Tallahassee, FL 32304, (904) 575-9621 (TDD)

Rehabilitation Institute of West Florida, 908 West Lakeview Avenue, Pensacola, FL 32501 (904) 438-3540 TTY 438-3542

Center for Independent Living, 130 West Central Blvd., Orlando, FL 32801, (305) 843-2253, TTY 843-2297

Center for Survival and Independent Living (C-SAIL), 1310 Northwest 16th Street, Room 101, Miami, FL 33125, (305) 547-5444, TTY 547-5446

Rural Center for IL, P.O. Box 818, Quincy, FL 32351, (904) 875-3235

**GEORGIA**

Atlanta Center for Independent Living, 1201 Glenwood Avenue, Atlanta, GA 30316, (404) 656-2952, TTY 656-5011

**HAWAII**

Hawaii Center for IL, 677 Ala Moana Blvd., #402, Honolulu, HI 96813, (808) 537-1941 (Island of Oahu), TTY 521-4400

Maui Center for IL, 1446 D Lower Main Street, Room 105, Wailuku, HI 96793, (808) 242-4966 (Island of Maui), TTY 242-4968

Big Island Center for IL, 851 Leilani Street, Hilo, HI 96720, (808) 935-3777 (Island of Hawaii)

Independent Living Center, P.O. Box 3529, Lihue, HI 96799, (808) 245-4034 (Island of Kauai)

**IDAHO**

Dawn Enterprises, Inc., P.O. Box 388, Blackfoot, ID 83221 (208) 785-5890

Stepping Stone, Inc., 408 South Main, Moscow, ID 83843, (208) 883-0543 (TTY)

Center of Resources for Independent People, 156 S. Third, Pocatello, ID 83201, (208) 232-2747

**ILLINOIS**

Access Living, 505 N. La Salle Street, Chicago, IL 60610, (312) 649-7404, TDD 649-8593

Rockford Access and Mobilization Project, Inc., 1329 N. Main Street, Rockford, IL 61103 (815) 968-7467 (V/TTY)

**INDIANA**

Allen County League for the Blind, 5800 Fairfield, Suite 210, Fort Wayne, IN 46807 (219) 745-5491

**IOWA**

Iowa Commission for the Blind, 4th & Keosauqua Way, Des Moines, IA 50309 (515) 283-2601

**KANSAS**

Topeka Resource Center for the Handicapped, 421 SE Winfield, Topeka, KS 66607, (913) 233-6323, TTY 233-6788

Operation LINK, P.O. Box 1016, Hays, KS 67601, (913) 625-2521

Independence, Inc., 1910 Haskell, Lawrence, KS 66044, (913) 841-0333

**KENTUCKY**

Center for IL for the Blind, 1900 Brownsboro Road, Louisville, KY 40206, (502) 897-6439

Center for Accessible Living, 835 W. Jefferson, Louisville, KY 40402, (502) 589-6620, TTY 752-6064

LOUISIANA

New Orleans Center for IL, 3308 Tulane Avenue, Suite 220, News Orleans, LA 70119, (504) 821-4981, TTY 821-4982

Independent Living Serv. Center, 306 Ockley Drive, Shreveport, LA 71105, (318) 861-6682

MAINE

Maine IL Center, Inc., 74 Winthrop Street, Augusta, ME 04330, (207) 622-5434

MARYLAND

Maryland Citizens for Housing for the Disabled, Inc., 406 West Franklin Street, Baltimore, MD 21201, (301) 225-0900, TTY 243-8085

MASSACHUSETTS

Boston Center for IL, 50 New Edgerly Road, Boston, MA 02115 (617) 536-2187

The Center for Living and Working, 600 Lincoln Street, Worcester, MA 01605, (617) 853-1068

Northeast IL Center, 429 Broadway, Lawrence, MA 01840, (617) 687-4288

Independence Associates, Human Service Center, 693 Bedford Street, Elmwood, MA 02337, (617) 378-3997

Stavros, Inc., 691 S. East Street, Amhearst, MA 01002, (413) 256-0473

D.E.A.F., Inc., 215 Brighton Avenue, Allston, MA 02154, (617) 254-4041

Berkshire Project, 496 Tyler Street, Pittsfield, MA 01201, (413) 447-7364

The Renaissance Club, 721 Branch Street, Lowell, MA 01851, (607) 452-3711

Massachusetts Commission for the Blind, 110 Tremont Street, Boston, MA 02108, (617) 727-5554

MICHIGAN

Rehabilitation Institute Center for IL, 4 East Alexandrine Bicentennial Towers, Suite 104, Detroit, MI 48201 (313) 494-9726

Center for Handicapper Affairs, 1026 East Michigan, Lansing, MI 48912, (517) 485-5887 (TTY)

Center for IL, Inc., 2568 Packard Road, Ann Arbor, MI 48104, (313) 971-0277

Cristo Rey Hispanic Handicapper Program, 1314 Ballard Street, Lansing, MI 48906, (517) 372-4700

Center for Independent Living, 3375 Division, South, Grand Rapids, MI 59408, (616) 243-0846,

Kalamazoo County Center for Independent Living, P.O. Box 691, Kalamazoo, MI 49005-1091, (616) 345-1516

Midland IL Center-ARC, P.O. Box 1491, Midland, MI 48640, (517) 631-4439

Oakland Patient Environment Nexus, 35 West Huron, Suite 226, Pontiac, MI 48058, (313) 335-3377

ARC/Ottawa County, 246 S. River #65, Holland, MI 49423, (616) 396-1201

Mid Michigan Urban Center for Independent Living, Commission for the Blind, 309 N. Washington, P.O. Box 30015, Lansing, MI 48909 (517) 373-9415

Northern MI Rural Center for Independent Living, 209 W. First Street, Suite 102, Gaylord, MI 49735, (517) 732-2448

Southeastern Michigan, CIL, Commission for the Blind, Plaza Bldg., Suite 1130, 1200 6th Avenue, Detroit, MI 48226 (313) 256-1524

**MINNESOTA**

Rochester Center for IL, Inc., 1306 Seventh St., N.W., Rochester, MN 55901, (507) 285-1815, TTY 285-1704

Rural Enterprises for Acceptable Living, Inc., 244 W. Main Street, Marshall, MN 56258, (507) 532-2221

METRO Center for IL, 1728 University Avenue, St. Paul, MN 55104 (612) 646-8342 TTY 646-6048

Minnesota State Services for the Blind, Department of Public Welfare, 1745 University Avenue, St. Paul, MN 55104, (612) 297-2467

**MISSISSIPPI**

Center for Independent Living, P.O. Box 1698, Jackson, MS 39205, (601) 961-4140

**MISSOURI**

Disabled Citizens Alliance for Independence, Box 675, Viburnum, MO 65566, (314) 244-3315

The Whole Person, Inc., 7546 Troost Avenue, Suite 105, Kansas City, MO 64131, (816) 361-0304

Missouri Div. of Vocational Rehab., 2401 East McCsarty, Jefferson City, MO 65101

Paraquad, Inc., 4397 Lacled Avenue, St. Louis, MO 63108, (314) 531-3050

**MONTANA**

Montana Independent Living, Inc., 1215 8th Avenue, Helena, MT 59601, (406) 449-4684

Summit-IL Center, 3115 Clark Street, Missoula, MT 59801, (406) 728-1630

**NEBRASKA**

Central Nebraska Goodwill Industry, 1804 S. Eddy, Grand Island, NE 68801 (308) 384-7896

League of Human Dignity, Independent Living Center, 1423 O Street, Lincoln, NE 68508

League of Human Dignity, 700-1/2 W. Benjamin, Norfolk, NE 68701, (402) 371-4475

League of Human Dignity, Handicap Reach Out, Inc., 300 W. Second Street, Chadron, NE 69337, (308) 432-3393

**NEVADA**

CIL, Southern Chapter, 2401 W. Bonanza Road, Suite T, Las Vegas, NV 89106, (702) 646-0377

Northern Nevada CIL, Inc., 790 Sutro Street, Reno, NV 89512, (702) 322-6046

**NEW HAMPSHIRE**

Granite State IL Foundation, P.O. Box 410, Goffstown, NH 03045, (603) 669-7242

**NEW JERSEY**

Disabled Information Awareness and Living, 234 Parker Avenue, Clifton, NJ 07011 (201) 472-5540, TTY 472-6329

Handicapped Independence Program Social Service Federation, 44 Armory Avenue, Englewood, NJ 07631, (201) 568-0817

**NEW MEXICO**

New Vistas IL Center, College of Santa Fe, St. Michaels Drive, Sante Fe, NM 87501 (505) 473-0550

**NEW YORK**

Allied Resources Center for the Handicapped, 1506 Whitesboro Street, Utica, NY 13502, (315) 797-4642

Center for Independence of the Disabled in New York, 853 Broadway, Room 611, New York, NY 10003, (212) 674-2300

Arise, Inc., 501 East Fayette Street, Syracuse, NY 13202, (315) 472-3171

Westchester County IL Center, Office of the Disabled, 148 Martine Avenue, White Plains, NY 10601, (914) 682-7799 TTY 682-3408

Western NY IL Project, 3108 Main Street, Buffalo, NY 14214 (716) 836-0822

RCIL, 464 South Clinton Avenue, Rochester, NY 14620, (716) 546-6990 (TTY)

Capital District Center for Independence, Inc., 10 Colvin Avenue, Albany, NY 12206 (518) 459-6422, TTY 459-7847

**NORTH CAROLINA**

Metrolina IL Center, 909 S. College Street, Charlotte, NC 28202, (704) 375-3977 (TTY)

**NORTH DAKOTA**

Center for Independent Living, 1007 18th Street, N.W., Mandan, ND 58554, (701) 663-0376

**OHIO**

Services for Independent Living, Inc., 25100 Euclid Ave., #105, Euclid, OH 44117, (216) 731-1529

Total Living Concepts, 3333 Vine Street, Suite 101, Cincinnati, OH 45220 (513) 751-1795

**OKLAHOMA**

United Cerebral Palsy of Cleveland County, 601 North Porter, Normand, OK 73071, (405) 321-3203 (TTY)

Physically Limited, Inc., 1724 East 8th Street, Tulsa, OK 74104, (918) 592-1235 (TTY)

**OREGON**

Tri-County IL Program, Inc., 8213 S.E. 17th Ave., Portland, OR 97212, (503) 249-1225

Community Services of Lane County, 2621 Agusta Street, Eugene, OR 97403 (503) 485-6340

Nuerological Services Center, Good Samaritan Hospital, 1015 S.W. 33nd Avenue, Portland, OR 97210 (503) 229-7348

Volunteer Braille Service, Inc., 1105 S.E. Morrison, Portland, OR 97214, (503) 239-5522 (TTD)

**PENNSYLVANIA**

Resources for Living Independent, 4721 Pine Street, Philadelphia, PA 19143, (215) 476-2217 TTY 476-2291

Harmarville Rehab. Center. Inc., Center for Independent Living, P.O. Box 11460, Guys Run Road, Pittsburgh, PA 15238 (412) 781-5700

Erie Independence House, Inc., Center for Independent Living, 956 W. Second Street, Erie, PA 16507, (814) 459-6161

Nevil Institute for Rehab. Serv., 919 Walnut Street, Room 400, Philadelphia, PA 19107, (215) 627-3501

RHODE ISLAND

Paraplegic Association of RI IL Program, 40 Fountain Street, Providence, RI 02903, (401) 331-4447

Blackstone Valley Center for Retarded Citizens, 115 Manton Street, Pawtucket, RI 02861, (401) 727-0510

The Providence Center, 520 Hope Street, Providence, RI 02906, (401) 274-7111

SOUTH CAROLINA

Life Exploration and Alternatives Program, 1400 Boston Avenue, West Columbia, SC 29169, (803) 758-8731

SOUTH DAKOTA

Prairie Freedom Center for Disabled Independence, 800 West Avenue, N., Sioux Falls, SD 57104, (605) 339-6581

TENNESSEE

Easter Seal Center for IL 1177 Poplar Avenue, Memphis, TN 38105, (901) 726-6404

TEXAS

Houston Center for IL, 6910 Fannin Street, Suite #120, Houston, TX 77030, (713) 795-4252 TTY 473-2688

Austin Resource Center for IL, 2818 San Gabriel, Austin, TX 78705, (512) 473-2684 TTY 473-2688

El Paso Opportunity Center for the Handicapped, 8929 Viscount, Suite 101, El Paso, TX 79925, (915) 591-0880 (TTY)

San Antonio IL Services, 2803 E. Commerce, The Barbara Jordan Center, San Antonio, TX 78203, (512) 226-0054 (TTY)

Independent Living Program, 2201 Sherwood Way, Suite 118, San Angelo, TX 76901, (915) 949-4601

IL Rehabilitation Program, State Commission for the Blind, 8100 Washington, Suite 119, Houston, TX 77007

**UTAH**

Utah Independent Living Center, Inc., 764 South 200 West, Salt Lake City, UT 84101, (801) 359-2457

**VERMONT**

Vermont Association for the Blind, 37 Elmwood Avenue, Burlington, VT 05401, (802) 863)-1358

Vermont Center for Independent Living, 174 River Street, Montpelier, VT 05602, (802) 229-0501

**VIRGINIA**

Richmond Center for IL, 6118 Jahnke Road, Richmond, VA 23225, (804) 233-2033

Woodrow Wilson Center for Independent Living, Fishersville, VA 22939, (703) 885-9851

Endependence Center Tidewater, 855 W. Brambleton Ave., Norfolk, VA 23510 (804) 623-8069

Endependence Center of N. Va., 4214 9th Street, North, Arlington, VA 22203, (703) 535-ECNV

VA Dept. of Visually Handicapped Independent Living Center, 1809 Staples Mill Road, Suite 101, Richmond, VA 23230, (804) 257-0030

ILC for Multi Handicapped Blind, 2300 9th Street, S. #203, Arlington, VA 22204, (703) 979-3415

Department for the Visually Handicapped, Independent Living Center, 1030 S. Jefferson Street, Suite 200, Roanoke, VA 24016, (703) 982-7122

**WASHINGTON**

Community HOme Health Center, 200 W. Thomas, Seattle, WA 98109, (206) 282-5048

Community Service Center for Deaf & Hard of Hearing, 914 E. Jefferson, Room 329, Seattle, WA 98122 (206) 322-4996 (V/TTY)

Good Samaritan Hospital & Rehabilitation Center, 408 14th Avenue, S.E., Puyallup, WA 98371, (206) 845-1759

Spokane County of Comm. Serv. Dept., Broadway Center Building, N. 721 Jefferson, Suite 403, Spokane, WA 99260 (509) 456-5722

Kittitas Community Action Council, Inc., 115 W. 3rd Street, Ellensburg, WA 98926, (509) 925-1448

University of Puget Sound Law School, Morton Clapp Center, 949 Market St., Suite 366, Tacoma, WA 98402, (206) 756-3480

Greater Lake Community Health Center, 9108 Lakewood Drive, SW, Tacoma, WA 98499 (206) 594-8933

Coalition of Handicapped Organizations, 3127 E. Evergreen Blvd., Vancouver, WA 98661, (206) 696-6068, TTY 696-6070

Legal Advocacy Center, 914 E. Jefferson, Room 326, Seattle, WA 98122, (206) 324-5782

**WEST VIRGINIA**

Huntington Center for IL, Inc., 914 1/2 Fifth Avenue, Huntington, WV 25701, (304) 525-324

Coordinating Council for IL, Inc., Box 677, Morgantown, WV 26507, (304) 599-3636, TTY 598-2424

Appalachian CIL, Inc., 1427 Lee Street, Charleston, WV 25301, (304) 342-6328 (TTY)

**WISCONSIN**

Access to Independence, Inc., 1954 E. Washington Ave., Madison, WI 53704 (608) 251-7575

Southeastern Wisconsin Center for IL, Inc., 1545 S. Layton Blvd., Room 524, Milwaukee, WI 53215, (414) 643-0910

Stout Program for IL-Voc. Development Center, University of Wisc-Stout, Menomonie, WI 54751, (715) 232-2293 (V/TTY)

**WYOMING**

Independent Living Rehab., 550 Rancho Road, Casper, WY 82601, (307) 577-11016

**AMERICAN SAMOA**

Office of Vocational Rehab., Manpower Resources, American Samoa Government, Pago Pago, AS 96799 (684) 633-1805

**DISTRICT OF COLUMBIA**

D.C. Services for IL, 1400 Florida Avenue, N.E. #3, Washington, D.C. 20002, (202) 397-8510 (TTY)

**PUERTO RICO**

Rio Piedras Rehabilitation Center, P.O. Box 1118, Hato Rey, PR 00919 (809) 725-1792

**VIRGIN ISLANDS**

Virgin Islands Association for Independent Living, Inc., P.O. Box 3305, Charlotte Amalie, St. Thomas, VI 00891, (809) 774-2740

*This is a list of Titles VII funded programs. For a complete list of all centers, contact the Independent Living Research Utilization Project, 1333 Moursund Ave., Houston, TX 77030, (713) 797-1440, Ext. 504

# APPENDIX B

# PARENT REFERENCES AND RESOURCES

## REFERENCES FOR PARENTS OF CHILDREN WITH DISABILITIES


Apolloni, Tony and Thomas P. Cooke. A New Look at Guardianship - Protective Services that Support Personalized Living. Baltimore: Paul H. Brookes Publishing Co., 1984.

Brinson, Cynthia L. The Helping Hand: A Manual Describing Methods for Handling the Young Child with Cerebral Palsy. Special Education Programs, U.S. Department of Education.

Buscaglia, Leo, Ph.D. The Disabled and their Parents: A Counseling Challenge. N.J. SLACK, Inc., 1975.

The Exceptional Parent Magazine, 605 Commonwealth Ave., Boston, Mass. 02215.

Gnagey, Thomas. How to Put Up with Parents: A Guide for Teenagers. Illinois: Facilitation House, 1975.

Harmon, Suzanne and Marjorie Kramer. The Life Skills Training: A Program for Parents and their Learning Disabled Teenager. Washington: Closer Look - Parent's Campaign for Handicapped Children, 1983. 80 pp.

Kelly, Edward J. Ed.D. Parent-Teacher Interaction: A Special Educational Perspective. Seattle, Washington: Special Child Publications, 1974.

Leanna, Fran and Victor Leanza. "Parent-Child Homework Program". Cleveland, Ohio.

Mollan, Renee, M.A. Yes, They Can! A Handbook for Effectively Parenting the Handicapped. 1981.

"Mom and Dad Can Help: Parent's Role in Career Education for the Handicapped Child". Barkley Memorial Center - Department of Special Education and Center for Vocational Education, University of Nebraska - Lincoln, 1980.

Murphy, Judy, Ed.D. Home Care of Handicapped Children: A Guide. Lyons, Co.: Carol L. Lutey Publishing, 1982.

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|---|---|
| Book 1: Epilepsy | Book 6: Asthma |
| Book 2: Visual Impairment | Book 7: Cleft Palate & Cleft Lip |
| Book 3: Hearing Impairment | Book 8: Diabetes |
| Book 4: Autism | Book 9: Hemophilia |
| Book 5: Cystic Fibrosis | |

A Reader's Guide for Parents of Children with Mental, Physical or Emotional Disabilities. Washington, D.C.: U.S. Government Printing Office.

Unlocking Doors: A Guide to Effective Communications. Pacer Center. Minneapolis, MN: Parent Advocacy Coalition for Educational Rights, 1982.

## RESOURCES FOR PARENTS

Closer Look
Box 1492
Washington, D.C. 20013

Easter Seals Society
"Respite Care" or "Time Out" Programs
(Check Yellow Pages Directory for
local offices)

Ohio Coalition Parent/Educator Team Training Project
933 High Street Suite 200
Worthington, Ohio 43085

The Sibling Information Network
Department of Educational Psychology
The University of Connecticut
Storrs, CT 06268

Pacer Center (Parent Advocacy Coalition for Educational Rights)
4826 Chicago Ave.
Minneapolis, MN 55417

Parentele (317) 926-4142
1301 East 38th Street
Indianapolis, IN 46205

# APPENDIX C

# INDEPENDENT LIVING BIBLIOGRAPHY

## GENERAL REFERENCES


Baker, B., Brightman, A. and Hinshaw, S.P. Toward Independent Living. Research Press, 1980.

Bowe, F.G. Handicapping America: Barriers to Disabled People. New York: Harper and Row, 1978.

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Brightman, A. Ordinary Moments: The Disabled Experience. Baltimore: University Park Press, 1984.

Clark, W.P. Report from the Study Group on Implementation of Independent Living Programs in Rehabilitation. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1980.

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Rice, B.D., and Roessler, R.T. Introduction to Independent Living Rehabilitation Services. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1980.

Rice, B.D., Roessler, R.T., Greenwood R., and Frieden, L. Independent Living Rehabilitation: Program Development, Management and Evaluation. Arkansas Rehabilitation Research and Training Center, Fayetteville: University of Arkansas, 1983.

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Tate D., and Chadderdon, L. Independent Living: An Overview of Efforts in Five Countries: Denmark, Federal Republic of Germany, Yugoslavia, Costa Rica, and Japan. Lansing, MI: University Center for International Rehabilitation, Michigan State University, 1982.

Tate, D., and Chadderdon, L. International Perspectives about Independent Living: Proceedings from a Conference held on April 25, 1982 in Atlanta, Georgia. Lansing, MI: University Center for International Rehabilitation, Michigan State University, 1982.

# APPENDIX D

# NATIONAL RESOURCES

## NATIONAL ORGANIZATIONS WHICH PUBLISH NEWSLETTERS OR JOURNALS RELEVANT TO THE MODEL PROGRAM

ALEXANDER GRAHAM BELL ASSOCIATION
FOR THE DEAF
3417 Volta Place, N.W.
Washington, D.C. 20007
(202) 337-5220 (Voice/TTY)

AMERICAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION AND RECREATION
PROGRAMS FOR THE HANDICAPPED
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-5547

AMERICAN COALITION OF CITIZENS WITH
DISABILITIES (ACCD)
1200 15th Street, N.W., #201
Washington, D.C. 20005
(202) 785-4265 (Voice/TTY)

AMERICAN COUNCIL OF THE BLIND
1211 Connecticut Ave., N.W., Suite 506
Washington, D.C. 20036
(202) 833-1251

AMERICAN DIABETES ASSOCIATION
600 Fifth Avenue
New York, New York 10020
(212) 541-4310

ASSOCIATION FOR CHILDREN WITH
LEARNING DISABILITIES
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

ASSOCIATION OF HANDICAPPED STUDENT
SERVICES IN POSTSECONDARY
EDUCATION, INC.
c/o President: Cindy Kolb
Education Rehabilitation Services
Wayne State University
450 MacKenzie
Detroit, Michigan 48202
(313) 577-3362

COALITION ON SEXUALITY AND
DISABILITY
122 East 23rd Street
New York, New York 10010

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

EPILEPSY FOUNDATION OF AMERICA
4351 Garden City Drive
Suite 406
Landover, Maryland 20785
(301) 459-3700

(THE) LEAGUE OF DISABLED VOTERS
2501 Calvert Street, N.W.
Washington, D.C. 20008

MUSCULAR DYSTROPHY ASSOCIATION
OF AMERICA, INC.
810 Seventh Avenue
27th Floor
New York, New York 10010
(212) 586-0808

NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue
Silver Springs, Maryland 20910
(301) 587-1788 (Voice/TTY)

NATIONAL ASSOCIATION OF THE
PHYSICALLY HANDICAPPED, INC.
Administrative Office
76 Elm Street
London, Ohio 43140

NATIONAL ASSOCIATION FOR
RETARDED CITIZENS
P.O. Box 6109
2709 Avenue E, East
Arlington, Texas 76011
(817)261-4961

## NATIONAL ORGANIZATIONS (Con't.)

NATIONAL ASSOCIATION FOR THE VISUALLY HANDICAPPED
305 East 24th Street, #17-C
New York, New York 10010
(212) 889-3141

NATIONAL EASTER SEAL SOCIETY FOR CHILDREN & ADULTS
2023 West Ogden Avenue
Chicago, Illinois 60612
(312) 243-8400

NATIONAL FEDERATION OF THE BLIND
1800 Johnson Street
Baltimore, Maryland 21230
(301) 659-9314

NATIONAL HALL OF FAME FOR PERSONS WITH DISABILITIES, INC.
Box 151053
Columbus, Ohio 43215
(614) 878-3390

NATIONAL MULTIPLE SCLEROSIS SOCIETY
205 East 42nd
New York, New York 10017
(212) 986-3240

NATIONAL REHABILITATION ASSOCIATION
633 South Washington Street
Alexandria, Virginia 22314
(703) 836-0850

NATIONAL SOCIETY FOR CHILDREN AND ADULTS WITH AUTISM
1234 Massachusetts Avenue N.W.
Suite 1017
Washington, D.C. 20005
(202) 783-0125

NATIONAL WHEELCHAIR ATHLETIC ASSOCIATION
40-24 62nd Street
Woodside, New York 11377
(212) 898-0976

PARALYZED VETERANS OF AMERICA
4350 East West Highway
Suite 900
Washington, D.C. 20014
(301) 652-2135

REGISTRY OF INTERPRETERS FOR THE DEAF
Box 1339
Washington, D.C. 20013
(202( 544-2884

REHABILITATION ENGINEERING SOCIETY OF NORTH AMERICA
5401 Kirkman Road
Suite 550
Orlando, Florida 32805

SPINA BIFIDA ASSOCIATION OF AMERICA
343 South Dearborn Street
Suite 319
Chicago, Illinois 60604
(312) 663-1562

UNITED CEREBRAL PALSY ASSOCIATION
Chester Arthur Building
Suite 141
425 "I" Street, N.W.
Washington, D.C. 20001
(202) 842-1266

## NATIONAL CENTERS, INFORMATION CLEARINGHOUSES, COMMISSIONS, AND COUNCILS
Public and Private Sector

ACCENT ON INFORMATION
P.O. Box 7000
Bloomington, Illinois 61701
(309) 378-2961

ASSOCIATION ON HANDICAPPED STUDENT SERVICE PROGRAMS IN POST-SECONDARY EDUCATION (AHSSPPE)
P.O. Box 21192
Columbus, Ohio 43221
(614) 457-5681

CLEARINGHOUSE ON THE HANDICAPPED
OFFICE FOR HANDICAPPED INDIVIDUALS
DEPARTMENT OF EDUCATION
330 C Street, S.W.
Washington, D.C. 20201
(202) 245-1961

CLOSER LOOK
Parent's Campaign for Handicapped Children and Youth
Box 1492
Washington, D.C. 20013
(202) 833-4160

COUNCIL FOR EXCEPTIONAL CHILDREN INFORMATION SERVICE
1920 Association Drive
Reston, Virginia 22091
(800) 336-3728 (Except Virginia)
(703) 620-3660

DISABILITY RIGHTS CENTER
1346 Connecticut Avenue, N.W.
Suite 1124
Washington, D.C. 20036
(202) 223-3304

EDUCATIONAL RESOURCES INFORMATION CENTER
Central ERIC
National Institute of Education, HEW
Washington, D.C. 20208
(202) 254-5500

ERIC CLEARINGHOUSE ON ADULT, CAREER & VOCATIONAL EDUCATION
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

ERIC CLEARINGHOUSE ON HANDICAPPED & GIFTED CHILDREN
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(800) 336-3738 (Except Virginia)
(703) 620-3660

FEDERATION OF THE HANDICAPPED, INC.
211 West 14th Street
New York, New York 10011
(212) 242-9050

MAINSTREAM, INC.
1200 15th Street, N.E.
Washington, D.C. 20015
Toll-free (800) 424-8089

NATIONAL CENTER FOR LAW AND THE DEAF
7th & Florida Avenue, N.E.
Washington, D.C. 20002
(202) 447-0445

NATIONAL CENTER FOR LAW AND THE HANDICAPPED
University of Notre Dame
P. O. Box 477
Notre Dame, Indiana 46556
(219) 283-4536

## NATIONAL CENTERS, INFORMATION CLEARINGHOUSES, COMMISSIONS, AND COUNCILS
Public and Private Sector (Cont'd.)

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(800) 848-4815 (Except Ohio)
(614) 486-3655 (Ohio)

NATIONAL INFORMATION CENTER FOR SPECIAL EDUCATION MATERIALS
University of Southern California
University Park
Los Angeles, California 90007
(800) 421-8711 (Except California)
(213) 741-5899 (California)

NATIONAL INSTITUTE FOR REHABILITATION ENGINEERING
97 Decker Road
Butler, New Jersey 07405
(201) 838-2500
(201) 838-2578 (TTY)

NATIONAL REHABILITATION INFORMATION CENTER (NARIC)
4407 Eighth Street, N.E.
Catholic University of America
Washington, D.C. 20017
(202) 635-5822
(202) 635-5884 (TTY)

REHABILITATION INTERNATIONAL USA
20 West 40th Street
New York, New York 10018
(212) 869-9907

## FEDERAL AGENCIES & BOARDS

BUREAU OF DEVELOPMENTAL DISABILITIES
Office of Human Development Services
Room 3070
Switzer Building
Washington, D.C. 20201
(202) 245-0335

BUREAU OF EDUCATION FOR THE HANDICAPPED
Donohoe Building
Room 4030
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2709

NATIONAL COUNCIL ON THE HANDICAPPED
c/o Education Department
Mary E.Switzer Building
Room 3106
330 C Street, S.W.
Washington, D.C. 20202
(202) 245-0170

OFFICE OF INDEPENDENT LIVING FOR THE DISABLED
Department of Housing and Urban Development
451 7th Street, S.W.
Room 9106
Washington, D.C. 20410
(202) 755-7366

OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES
Mary E. Switzer Building
Room 306
330 C Street, S.W.
Washington, D.C. 20202
(202) 245-8492

PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
1111 20th Street, N.W.
Washington, D.C. 20010
(202) 653-5044

PRESIDENT'S COMMITTEE ON MENTAL RETARDATION
Department of Health & Human Services
Room 4025
Regional Office Building
Number 3
7th & D Streets, S.W.
Washington, D.C. 20201

PROGRAMS FOR THE HANDICAPPED
Office for Handicapped Individuals
338 D
Hubert H. Humphrey Building
200 Independence Avenue, S.W.
Washington, D.C. 20201
(202) 245-1961

REHABILITATION SERVICES ADMINISTRATION
Office of Special Education & Rehabilitation SVCS/ED
Switzer Building
300 C Street, S.W.
Washington, D.C. 20202
(202) 245-8492

SOCIAL SECURITY ADMINISTRATION
6401 Security Boulevard
Baltimore, Maryland 21235
(301) 594-7700

SUPPLEMENTAL SECURITY INCOME CENTER
31 Street James Avenue
Park Square Building
Room 250
Boston, Massachusetts 02116
(617) 423-3700